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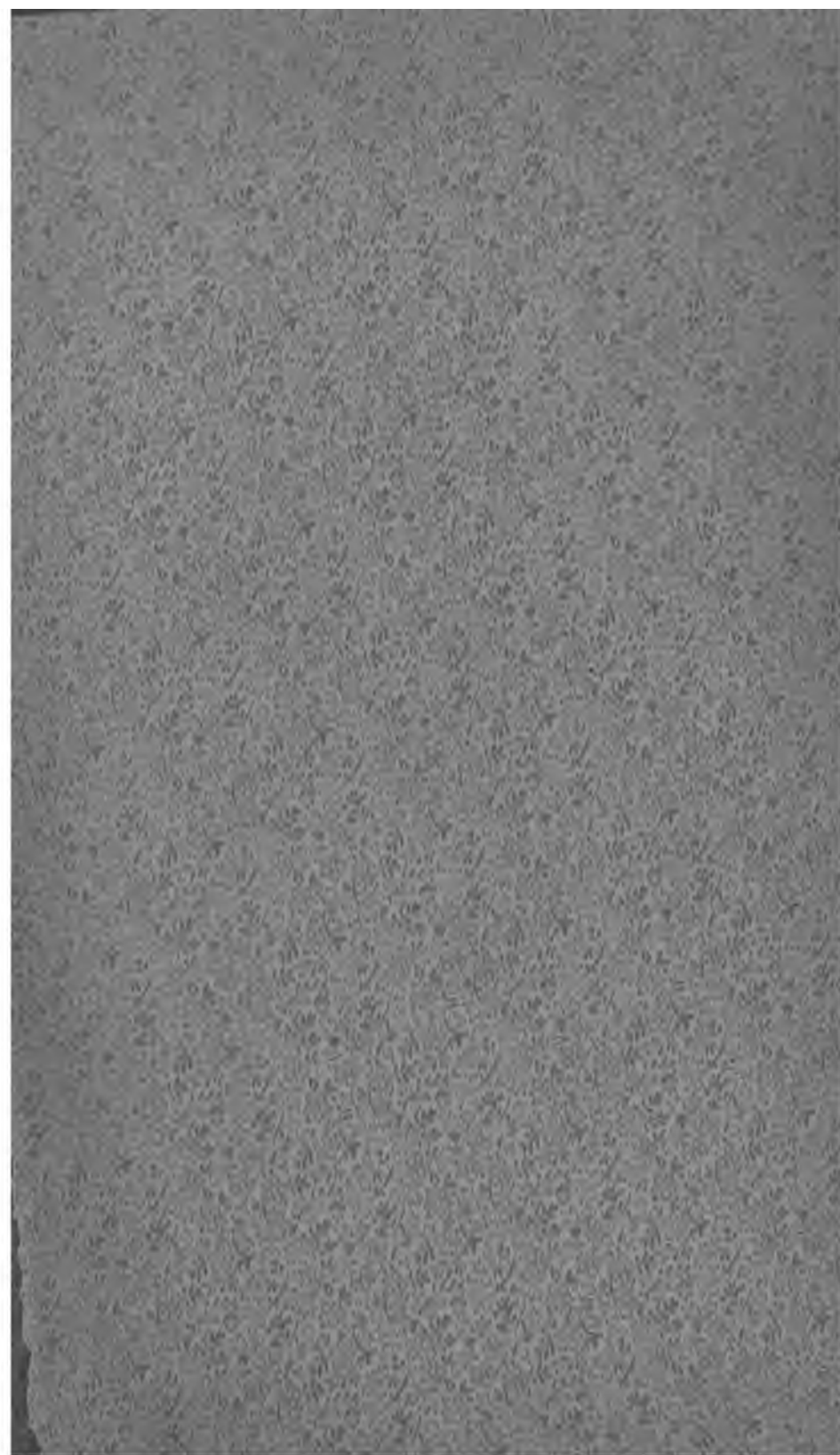


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THE VOLTA BUREAU
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE
RELATING TO THE DEAF.

CIRCULAR OF INFORMATION.

REPORTS FROM ABROAD

BY

THE HON. JOHN HITZ,

SUPERINTENDENT OF THE VOLTA BUREAU.

READ BEFORE THE AMERICAN ASSOCIATION TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF

Tuesday, July 3, 1894.

ROCHESTER :

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

1894.



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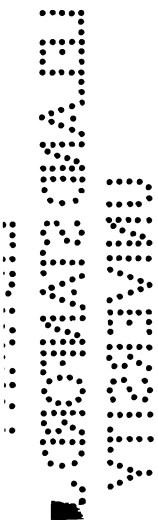
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REPORTS FROM ABROAD.

Among the most potent of factors contributing to the steady improvement of the means resorted to for the education of the deaf is the individual and collective experience of those immediately engaged in the work presented in a form for ready comparison.

The greater the range of experience collected from reliable sources, the more helpful will the labors of others prove to us in our work. Especially is this the case in the education of the deaf where methods so diverse are employed and teachers of exceptional abilities are required in order to attain the common end in view. The field of enlightened effort now extends to every continent, but it is in Europe and America where the most fruitful thought and labor have been given to the subject. I do not propose on this occasion to give my individual views upon what has been achieved and is being done in the larger centers of population in Europe, but shall present to you brief monographs from acknowledged authorities in the several localities as to the character and condition of the instruction of the deaf, leaving you to sum up for yourselves the aggregate of results attained. With this view I submit the following papers of recent date prepared at the instance of the Volta Bureau, presenting a brief review of the present condition of the education of the deaf as it actually exists in the countries named, viz. :—

Italy, by Prof. G. Ferreri, V. Dir. of the Siena Institution.

France, by Prof. A. Belanger, of the National Institution in Paris.

Germany, by Prof. F. W. Reuschert, Director of the Strassbourg School.

Great Britain, by Prof. Wm. Van Praagh, Director Teachers' Training College, London.

Denmark, Sweden, Norway, Finland, by the author and statistician. Mr. Lars A. Havstad, a graduate of the High School for the Deaf in Christiania, Norway.

Australia, by Samuel Johnson, Superintendent of the South Australian Institution, Adélaide.

ITALY.

GENERAL OUTLOOK.

The hopes of the Italian educators of the deaf revived by the Congress of Genoa (September, 1892), proved utterly delusive in the year 1893. This year began with faith that the permanent National Committee selected at the Congress of Genoa would give new impulse to the diffusion of knowledge relating to the education of the deaf, and that the Government would take the interests of the deaf more largely to heart. But the Committee gave no sign of life, and the Government, confronted, as it was with a most distressing financial situation through its Minister of Public Instruction, declared that "The State had done enough for the deaf" (Parliamentary sitting of June 26th).

Besides this, controversies arose in consequence of the Congress named between the more thoughtful and well known educators and certain ill-advised colleagues who for some reasons seemed to forget contemporaneous history and labored to disturb the concord heretofore existing among Italian instructors of the deaf by throwing into their midst the deleterious seeds of political factions.

A host of small things ! But little energy on the part of the Committee who had received the strongest attestations of esteem from their colleagues. But little solicitude on the part of the State. Trifling disputes of no scientific value and altogether too personal. Amidst so many small things, however, two great factors remained : faith in the oral method, and love for the deaf. These went hand in hand and proved efficacious incentives to progress in the way of didactic and pedagogic reforms, although, for various reasons, the directors of certain institutions delayed somewhat in following modern movements of scientific progress. (Pavia, Genoa, Milan, Turin, Naples.) Furthermore, it can be said, new spirit was imparted to private enterprise, as evidenced by the opening of two new schools for the deaf, viz: in Alessandria through the efforts of Father Strocca, and in Bari through those of Father Swaldone.

Method.—The oral method generally prevails, the manual only in exceptional instances, in certain schools for the deaf. It is noticeable that instructors for the manual method are no longer being trained.

Of 50 institutions for the deaf existing in Italy, in 45 the sole instruction is by the oral method, in the other five signs are used only in exceptional cases, perhaps because the schools have no instructors for this special purpose.

Teachers.—The instructors who are legally qualified to teach, all, without exception, use the oral method, and at the normal examinations for 1893 (which took place in the schools at Milan and Siena) twelve were declared qualified to teach the oral method.

Publications.—“The Education of the Deaf-Mute” (“*L'Educazione dei Sordomuti*”), a periodical published in Siena by the Royal Institute Pendola, alone remains to sustain the cause of Italian deaf-mutes, because the “Deaf-Mute” (“*il Sordomuto*”) ceased its publication in January, 1893. The remaining journal continues to enjoy increasing favor among the thoughtful and learned, and takes an important part in the discussion of problems of pedagogy, illustrates the practical phases of teaching by the oral method and presents to its readers the progress of the art in other countries. It also gives attention to the development of special hygienic studies for the deaf prevalent among the different nations.

In addition to minor publications of a purely local character issued by certain institutions, there were published in the year 1893 the following works:—

“Exercises of pulmonary gymnastics and emission of the voice for purposes of articulation, modulation, and pronunciation, adopted by the institution for the deaf in Bergamo,” being a posthumous work by Father Guiseppe Ghislandi.

“The Education of the deaf-mute in Italy, historical and statistical notes with a general catalogue of the Italian publications relative to the deaf.”

Report of G. Ferreri to the World's Congress at Chicago.

“Report of proceedings of the Second National Congress of the Educators of the Deaf, held in Genoa from the 1st to the 6th September, 1892.”

“The condition of the Italian Deaf-Mute and the legal statutes regarding studies.” Ernesto Scuri.

“Dissertation upon pronunciation” by G. C. Amman. First Italian translation by Victor Banchi.

G. FERRERI,
V. Direttore del R. Istituto Pendola
pei Sordomuti, Siena.

FRANCE.

Public instruction of the deaf was inaugurated in France by the Abbe L' Epee in 1760, the sign language being used at first. Bebian simplified the methods employed and Valade-Gabel modified, perfected and rendered more permanent the system of instruction. Up to 1879 the sign language, writing and articulation were used in various ways in the instruction of the deaf in France.

Inspector-General Claveau introduced the oral method into the National Institute for Deaf-Mutes in Bordeaux, into the National School for Deaf-Mutes in Paris; and, finally, after the Congress held in Milan in 1880, most of the French schools adopted the pure oral method, excluding the sign language altogether. Since then all new pupils, entering schools where the deaf are taught, receive instruction in lip reading and articulation. In 1885 a National Congress brought together in Paris the French instructors interested in this subject, and they discussed the results obtained and the efforts to be made for the future. Since the adoption of the oral method, all efforts have been mainly directed towards adapting this method to whatever may present itself in the line of instruction, rather than any endeavor to inaugurate new methods; moreover, its general use has been effected.

Apart from experience acquired by teachers in instructing according to this method, it is certain that great improvement upon the ordinary methods of communication with persons afflicted with deafness is noticeable. To commence with: the exercises in articulation and lip reading give aptitude and precision to the organs of speech, and in extreme youth prove so beneficial that infant schools have been organized with a view to give very young children an opportunity prior to entering special institutions set apart for the deaf, to be thus trained. M. Cavé-Esgais, Director of the Institute in Bordeaux, has shown the success of such an effort in the infant school established by him in 1888, and the result would certainly indicate the need of more such schools. The National Institution in Paris has changed its age-limit for admission, so that at present it is from nine to twelve years, and other institutions are endeavoring to make similar arrangements as soon as possible to train young children committed to their care. Lowering the age of admission will also have the advantage of affording the means of instruction to such little children as are kept away from school by the neglect of parents. Of 4,000 children of school age, instruction is only

given to about 3,700. In addition, the constant efforts of the State, of the city, and of individuals tend to augment the number of institutions; thus the Department of the Seine has just opened at Asnieres, near Paris, a large boarding school for children of both sexes. The Higher Council for Public Charities has also voted upon a proposition and report made by M. Leeboy (Deputy), which will establish schools in different sections, including two normal schools for instructors in Paris and Bordeaux.

There is certainly now a possibility of ameliorating the condition of our pupils, and giving them a more perfect education by treating them just as their unafflicted brothers are. We can now so train the organs of deaf-mutes that they cannot only communicate with one another by means of speech, but some few at least, can use their organs of speech as well as persons not afflicted at all.

A few general efforts have been made in the National Institute in Paris, that of Bourg-la-Reine, and in some French day schools, to preserve and utilize the hearing of persons not totally deaf.

The Verrier hearing tube, which has become well known, has been used with success by the Sisters of Calvary at Bourg-la-Reine. It is desirable that teachers should use every effort to instruct deaf-mutes according to the best methods, and it is thought that the future has much in store for such defectives. Of 70 schools with 400 teachers and 3,790 pupils (a few small institutions excepted), nearly all use the oral method.

(Signed) A. BELANGER,
(Prof. and Libr. at the National Institute in Paris.)

GERMANY.

With the single exception of the institution for the instruction of the deaf founded by de l'Epee in Paris, the education of the deaf may be said to have attained the first permanent hold in Germany. It has here developed mightily through the animating power of neighborly love; more especially is this the case within the past three score years and ten of the present century now so rapidly drawing to its close. Whilst, at the close of the first twenty years from the date of organizing schools for the deaf, a number of schools were founded in connection with normal training schools, some twenty-five years ago numerous schools came into existence devoid of any connection whatever with our ordinary normal training schools. This resulted eventually in a separation of these earlier

schools from their progenitors, the normal training schools, so that at present all labor independently for development.

Germany at present has 95 schools and educational institutions for the deaf. Of these 48 are day schools (externate), 34 are boarding schools (inter-externate). Total number of pupils, 6,400, of which 3,614 are boys and 2,786 are girls, under a corps of 650 teachers, of which number 64 are ladies.

In Northern Germany it appears day schools are more numerous, whereas in Southern and Western Germany boarding schools outnumber day schools. This difference is to be accounted for by the religious predilections of the two sections; Protestants being in the majority in Northern Germany, whilst in Southern and Western Germany the population is prevailingly Catholic. The mixed, or day and boarding school, is an institution of recent date. During the first few years of their attendance, the pupils of these schools are furnished with board and lodging in the school buildings approximating family life as nearly as possible. Their young lives run here their daily course; they are here trained under the supervision, discipline and linguistic instructions of accomplished teachers of the deaf from early morning till late at night. It is here that war is successfully waged against signs, and it is here that they are rendered capable of freely conversing by speech during the remainder of their attendance at school, in which after the first few years, they become day scholars. This arrangement embodies all desired advantages; and, it would seem, is certainly the school system of the future.

It may be mentioned here that the number of schools existing in Germany at the present time is certainly sufficient to satisfy all demands for admission, even in the event that a law should be enacted rendering it obligatory for all deaf-mutes of school age to attend school. So-called "urgency courses" (*Notstandskurse*) such as of late have been introduced in the Province of Prussia for deaf children of advanced ages, and comprising 2, 3, and 4 year courses, can hardly be called advisable or judicious.

These observations cover the general field of deaf-mute instruction, and we now are brought to the question of the means and methods of instruction. In recent years an embittered contest has been waged in Germany among instructors of the deaf and certain adult deaf as to the greater or less adaptability of the oral or the sign-language methods. Fortunately this contest, in the interest of the instructors of the deaf and of deaf-mute instruction generally,

has waned and lessened in acrimony and fanaticism. The question is being discussed and considered more calmly and practically, devoid of personal predilections. In some of the larger German institutions for the deaf, pupils have already been classified and separated, a lower standard being exacted for the requirements of intellectually less favored, for instance, in Schleswig, Ratibon, etc. On the other hand, the agitation against the exclusive employment of the oral method, and in favor of the partial use of gestures, and writing, in the instruction of the deaf (as, for instance, has been introduced into Denmark) in Germany so far has nowhere resulted in practical application, although many a pen and much printer's ink has been employed in effecting it.

The position is now assumed by many in Germany that deaf pupils should be separated and classified according to their individual capacities and then requirements exacted of them, greater or less, according to the abilities of each respective scholar. It is, however, proposed to continue as heretofore to teach speech to all the deaf; those of normal capacity exclusively in and by means of speech, the intellectually less favored, however, to be instructed in schools by the aid of writing and natural gestures. Nowhere in Germany has a practical carrying out of this idea as yet been attempted. This may be ascribed, on the one hand, to the additional cost involved, and, on the other hand, lies the fact, that in other countries practical results of experience in this direction have been too limited, and instruction is largely a question of practical experience! Assuredly this important problem will have to be solved before long in Germany based upon observations made in other countries and extensive pedagogical study.

In conclusion, I would state that among instructors of the deaf two directions have again been manifesting themselves with regard to the order in which the first speech and language lessons shall follow. The one, or more modern wing, during the first two school years, would have the greatest possible consideration given to the daily life, events and experiences of the pupils; it accords to untrammelled object-teaching the largest portion of time in the entire course of instruction, and commencing with the third school year would have a course of reading separate and apart supplementary to some reader, such as the readers of Kohler and Kruse for the third, fourth, and fifth school year. The other and more conservative wing, immediately following the first articulation exercises, would introduce as the basis for all language teaching a primer followed

by a reader, such a one as Vatter's, for instance, to which all phases of language teaching should converge and so constitute a system of combined, object-and-language-instruction. Both wings number among their adherents prominent men in the profession, and both systems of instruction have proved successful when conducted by qualified teachers. Thus far, however, no general conclusion has been reached as to the superiority of one over the other of these systems.

F. W. REUSCHERT,

Principal of the Strassburg-Neudorf School for the Deaf.

GREAT BRITAIN.

The year 1893 is one which will always stand out conspicuously in the history of deaf-mute education in this country; for, although we cannot record any very striking events, the one great fact we can happily refer to is, that at least Great Britain can no longer be pointed at as the only civilized country in the world, in which the care of the afflicted deaf and blind was entirely left to voluntary effort and private benevolence. After many years of agitation and of importunate application to various Ministers and Parliament, the exertions of the friends of the deaf and dumb have been crowned with success! An act of Parliament has been passed, which came into force on the first of January, 1894, and although we cannot look upon it as the perfect measure which we hoped for, it is still a first step in the right direction. Undoubtedly the Act will be improved upon as time goes on, but still 1893 has marked an era in the instruction of the deaf, for it ends the period of Government inaction. (See Appendix: "The Elementary Education (Blind and Deaf Children) Act, 1893.")

One of the difficulties in making legislative provision for deaf children was the question of maintenance. Formerly the duty of providing for destitute deaf, and blind children rested with the Board of Guardians, which, of course, had the appearance—most obnoxious to them—of branding the parents as recipients of parish relief. By the new Act said power has been transferred to the more appropriate hands of the School Boards.

One cannot at this early stage say anything about the practical working of the Act, for it has only just gone into operation. The only gratifying fact is, the fact that we have now Government

support, which really means a great victory for the cause. Undoubtedly the existing institutions and schools will apply to be certified by the Education Department, and none of them need fear being interfered with, as, with the utmost liberality, the bill makes no stipulation whatever as regards systems pursued, or as between boarding establishments and day schools, the support to be given being perfectly independent of these debatable questions. New schools will undoubtedly be started as occasion arises. The only important point to my mind which this Act has omitted to deal with is a very salient one, *i e.*, the question of the workers. The deaf will benefit, but how about the teachers? No provision is made for extra payment for our special work. The salaries offered now are totally inadequate to induce good men to join the profession. The salaries offered by some country School Boards are simply absurd, and in this instance a bad example has been set by the leading School Boards in the country. One expects, at least, the same payment accorded to teachers of the hearing. Nay, I maintain that the salaries of the teachers of the deaf should exceed those of the hearing, if one takes into consideration the fact, not only that the work is more arduous, but that a double training is necessary.

As regards methods, the pure oral method is making sure progress. Articulation has already found its entrance into schools where hitherto it has been excluded, and although "speech" may not as yet be used as the exclusive means of conveying instruction, the rising generation of teachers will undoubtedly get a more thorough knowledge and appreciation of the pure oral system and will contribute toward its general adoption.

Adult societies are increasing, and, although they may benefit the adult deaf taught on the manual system, by assisting them to employment, etc., they tend too much to keep the deaf, as a class, apart, and rather to hinder the progress of the pure oral system.

Another point which should be mentioned in connection with the year 1893 is the publication of the Census returns of the deaf and dumb. I am wholly indebted to my esteemed friend, Dr. Buxton, for the following observations and data:--

NUMBER OF THE DEAF AND DUMB IN ENGLAND AND WALES 1851 TO 1891.

	DEAF AND DUMB.	TOTAL POPULATION.	PROPORTION ONE IN
1851	10,314	17,927,609	1,738
1861	12,236	20,066,224	1,640
1871	11,518	22,712,260	1,971
1881	13,295	25,974,439	1,953
1891	29,280	29,002,525	2,043
Deaf and Dumb.....	14,192		
Deaf only, from childhood....	1,523		
Others	13,565		

Here the gradual increase of the whole population and the increase in the number of the deaf are shown side by side for the whole term, 1851 to 1891.

As regards the division of sexes, the total number of 29,280 above given is composed of males 13,947, and females 15,333.

There is no definition of "from childhood" given in the returns, and as a careful observer and judicious critic has said: "If from birth is meant, the figures are enormously below the mark; but if from real childhood they are simply absurd."

(Extract from *Quarterly Review of Deaf-Mute Education*, Vol. III., No. 32, pp. 244, 245 and 246).

Judging from the reports issued by the various institutions, schools and societies, the work has been progressing favorably. Through the liberality of private individuals new school buildings have been erected and are now nearly finished at Derby and Preston in Lancashire. New School Board classes are being opened throughout the country and as regards the association of which I am the Director, as the parent Training College for Teachers on the pure oral system, it rejoices to see the spread of the speech-giving method in all English speaking countries. Whatever one's feelings may be as regards systems, or questions of detail, 1893 will always be looked upon by every true friend of the deaf as a year of happy attainments and most significant departure, and will be remembered with gratitude to the Legislature, that the rights, so urgent, and so long neglected, of the most needy classes of our fellow citizens, have at last been recognized.

WILLIAM VAN PRAAGH,
Director, Training College for Teachers of the Deaf,
 11 Fitzroy Sq., London.

DENMARK.

This country, as we all know, possesses laws of many years' standing relating to the education of deaf children and organizing their instruction. All children of school age are received at the oral institution at Fredericia (Jutland), and, while the children not totally deaf or having some little speech, are immediately transferred to the oral school at Nyborg, (Funen) and the feeble-minded to a separate institution at Copenhagen, the remainder are retained at Fredericia and about one-third of them, after a trial lasting one year, are transferred to the old royal institution at Copenhagen, a

manual school. The children not transferred are at the Fredericia institution formed into two divisions, A (the bright children), and B (the children of average intellect), both taught by the oral method.

During the year 1893 a sharp controversy took place between the manual school of Copenhagen on the one side and the schools of Fredericia and Nyborg on the other, the last named schools wished to limit still more the number of children not taught by speech, while the first named asserted that the oral method had been allowed to extend further than advisable under a school organization like that of Denmark. This dispute has caused the founding of an association headed by the principals of Fredericia and Nyborg, aiming to withhold the orally taught deaf from the influence exercised over the graduating pupils by the numerous circle of sign-taught deaf in the Danish metropolis, who have an association of their own. The oral association now edit a periodical named the *Effata*, in order to propagate their views, while the association of the deaf at Copenhagen have for several years had a representative in the press named "*Smaablade for dovtumme*."

At the close of 1893 the school for the feeble-minded deaf at Copenhagen was discontinued, and its pupils, partly taken home, partly distributed to the other schools for deaf children. The result will be, perhaps, that the general intellectual standard of the children transferred from Fredericia to the manual school at Copenhagen will be somewhat lowered.

The Danish teachers had their salaries considerably increased in 1893.

NORWAY.

A plan of organization was adopted in 1890, according to which all deaf children were to be received into three schools, one at Christiania, one at Trondhjem, and one at Bergen; the last named taking in pupils bi-annually, while the intellectually weak children, after a trial of one year at the original schools, are transferred to a separate,—also oral—school at Hamar. The old (oral) school at Christiania was discontinued in 1893 as determined in 1890, and it was also found necessary to take some steps towards the discontinuance of the Bergen school. Otherwise no new children were received into any of the schools in 1893. In 1890, the Government had estimated that the number of children would be 480, but it is thought that they will hardly exceed 400. It must be remembered, however, that the number varies greatly from year to year.

The arrangements resulting from the dispositions above indicated are strongly opposed by those who assert that schools for deaf children ought to be of the smallest possible size and equally distributed over the country, in order to avoid large gatherings of deaf persons in a few places. Especially will the intention to give one of the large schools a permanent place in the city of Christiania (170,000 inhabitants and increasing at an American rate) meet with opposition, not only for the reasons above stated, but also from fear that life in a large city might exercise a pernicious influence on the moral character of the deaf, six-sevenths of whom are born in the country or in small towns.

A new regulation increasing the salaries of the principals and teachers at the schools for abnormal children was issued in 1893.

SWEDEN.

In 1889 the Swedish legislature passed an act of compulsory education for the deaf similar to the Norwegian Act of 1881 and that of Denmark which dates back to 1817. In the same year the reorganization of the schools was determined and the authorities of late have been occupied in providing new buildings for the newly organized institutions.

While the divergencies of opinions as to methods in cases where the manual method formerly was the preponderating one in schools were adjusted by a compromise, giving the oral method schools two-thirds of the children and the manual method schools one-third, viz.: the intellectually weak children—it appears that the authorities in the places where they are at liberty to do as they please, are inclined to try the application of the oral method in the instruction of all children. In three of the seven districts the schools are to be small ones, while the question of small or large schools in other of the districts caused protracted disputes, terminating, as it seems, by the victory of the system of large schools. In the Gothenburg District, where, by the way, the oral method will probably be the only one followed, the authorities have adopted a segregate system of buildings to accommodate about 200 children, to be erected in the little town of Venersborg at the Venern lake at a cost of about \$150,000 (kroner 520,000). On the whole it appears that, when the State takes in hand the education of deaf children, the tendency will in most cases be towards centralization and collecting children into large schools.

FINLAND.

This country was formerly far behind the other three northern States as to deaf-mute education, but in the last two years has stepped to the front in a manner very creditable to the energy and good judgment of her education and her authorities.

The Grand Duke of Finland, Emperor Alexander III., issued, July 30, 1862, an ordinance relating to the education of the deaf and the blind. Amongst other enactments the following may be noticed:—

“In the cities of Knopio and Aabo shall be established oral schools adapted to receive eighty-five or ninety pupils each; the *instruction is to be given in the Finnish language.*

“In the city of Borgaa shall be established a school adapted to receive forty-five or fifty pupils; the *instruction is to be given in the Swedish language.*

“The Finnish schools at Knopio and Aabo shall, after one year's trial, transfer those children who cannot profit by the oral method to the manual school at St. Michel.

“The Swedish school at Borgaa shall, in the like manner, transfer part of its pupils to a school at Jakobstad.

“In order to educate pupils too old to be received in ordinary schools, a Finnish school shall temporarily be established at Jyvoskylo and a Swedish one in connection with the manual school at Jakobstad.”

The instruction in all of the schools is given gratuitously. The parents or guardians of the children have only to pay the costs of boarding. The oral schools are all to be both internats and externats, the children being boarded in the schools the *first* two years of their instruction, and boarded out in town, the six last years.

The ordinance also enacts that there shall be certain tests and examinations of the teachers wishing to engage in the instruction of the deaf and of the blind, and stipulates the salaries of the staff (by the way, very liberal ones, even more so than the revised Norwegian and Danish regulations of 1893), and a separate ordinance appoints as Inspector of all the schools for abnormal children Mr. Valter Forsius, formerly a principal of a deaf-mute school.

The rush of children to the schools, after the publication of the ordinance, has been so great that it is feared the accommodations will prove too limited. Although education is not compulsory,

most of the schools have been obliged to refuse admission to a large number of children.

The advent of the new organization marks a significant progress of the oral method, as the manual method until then was the ruling one in Finland, and the oral method for many years was only employed at the institution at Knopio (established 1874). The new Inspector, Mr. Valter Forsius, has largely contributed to this result.

LARS M. HAVSTAD.

In conclusion, I would add that, until recently, few, if any, schools for the deaf in Germany admitted children previous to attaining their seventh year.

Michael Berger, an instructor in the Austrian Israelitish School for the deaf in Vienna, published in 1892 an interesting little treatise entitled: "*Kindergarten und Vorschule für ertaubte, schwer hörige und taubstumme Kinder*" ("Kindergarten and Subprimary School for hard of hearing, congenital and non-congenital deaf children") in which he endeavored to show the urgent necessity for such institutions, and gave directions how such children previous to attaining school age might be educated and trained either at home or in an institution.

More recently a society has been organized in Berlin to promote the establishment of kindergartens for the deaf, of which Dr. Flatau, Dr. H. Gutzman and Editor Schmidt, Instructor A. Gutzman, Dr. Liebmann and M. Caro, constitute the Executive Committee. A detailed plan of conducting these schools has been published from which it may be interesting to note that special effort is to be made to develop the perceptive faculties of the children, with a view to promote early in life, ability to read the lips. The speech of the semi-deaf is to be maintained and latent hearing developed, but all direct teaching of speech is to be avoided. Gestures and signs are forbidden. The usual occupations and plays peculiar to kindergartens are to constitute the leading feature of the schools, modified so far as admissible, to serve as a preliminary basis for the instruction to follow, the main object being to develop a healthy condition of the body and mind, stimulate the moral faculties, and inculcate disciplinary principles. Teachers for these schools are to have a special course of normal training.

Futhermore, it should be stated that aural methods, partly through the decided success which the late Dr. Carl Renz, of Stuttgart, and the eminent specialist Dr. V. Urbantschitsch, of the University of Vienna, claim to have attained, and the successful application claimed for the Audigene Verriere at the Institution in Bourg

la Reine, France, received a marked impetus. To what extent the progress in this direction will be maintained remains to be seen.

Finally, the embittered controversy which prevailed in certain sections of Europe during the years 1891 and 1892 in regard to modifying the prevailing system of instructing the deaf, seems to have materially subsided during the past year, owing largely, it is claimed by Director E. Walther, of Berlin, to the decided stand taken in the matter by the Prussian educational authorities. As the reports from abroad just read indicate, the year 1893, on the whole, proves to have been favorable to the cause all enlightened instructors of the deaf have at heart.

REPORT FROM AUSTRALIA.

1. NEW SOUTH WALES INSTITUTION FOR THE DEAF AND DUMB. There were 61 pupils in attendance ; 35 were instructed by the oral method and 26 by the manual method. Very good progress was made during the year. The Inspectors of the Department of Public Instruction who examined the school concluded their Report thus: "Generally speaking in all subjects of examination, the care and skill of the teachers made themselves manifest. The schools are managed in an excellent manner, and their condition is highly creditable to the Superintendent and his assistants."

This Institution has a department for the Blind. There were 15 blind pupils under instruction in 1893.

2. VICTORIA DEAF AND DUMB INSTITUTION. The Annual Report for 1893 states that: "The school work has been carried on with great energy, and has resulted in very satisfactory progress having been made by the pupils."

The Superintendent was deputed by the Committee to visit the South Australian Institution with the view of comparing the work done in both schools. The number of pupils present in 1893 was 58. Both oral and manual methods were used; 23 were instructed by the former and 35 by the latter. The oral schoolroom has been enlarged and an additional teacher appointed. It was determined that the whole of the teachers should learn the oral method with the view of further extending that method of instruction. Instruction in carpentry was commenced and it was resolved to give the pupils more advanced instruction in drawing.

3. SOUTH AUSTRALIAN DEAF AND DUMB INSTITUTION. This Institution, like that of New South Wales, has a department for the Blind.

The number of pupils under instruction was 40 deaf and 12 blind. Of the deaf pupils 30 were instructed by the oral method and 10 by the manual method. The progress made by the senior oral pupils during the year was very good. It was decided to give deaf youths and girls an advanced education, and they have been provided with a library. Mr. C. C. Bryan, formerly Head Assistant of the Midland Deaf and Dumb Institution England, has been added to the staff.

Industrial training has been introduced. Bootmaking, gardening and elementary carpentry are taught. The building has been enlarged.

It was resolved to give a prolonged trial to new pupils on the Oral System, but at the same time to retain the manual system for those who cannot possibly be educated by the oral method.

4. QUEENSLAND BLIND, DEAF AND DUMB INSTITUTION. This Institution which had been industrial and for adults only, opened departments for the education of blind, and deaf and dumb children in 1893. There were 23 adults in the Institution during the year, 9 blind and 7 deaf-mute children who received instruction by the manual method.

PROGRESS OF THE ORAL METHOD.

In 1883 only about 12 per cent of the deaf-mutes of Australian Institutions were educated by the oral method while in 1893, 53 per cent were instructed orally.

CONCLUSION.

You will observe that the oral method is gaining ground rapidly here. This gives me great satisfaction as I look upon myself as the pioneer of this method in Australia. When I arrived in Melbourne in 1882, the system was looked upon with little favor. My efforts to introduce it into the Victoria Institution met with opposition by the Committee which led to my withdrawal from the school in 1885. However, I have now the gratification of knowing that the authorities of that Institution are following in my footsteps by extending the system which has already proved such an effectual means of education here.

I visited the Melbourne Institution last June and at the request of the Committee examined the school and afterwards met the Committee by appointment. Those gentlemen gave me a patient hearing and, I understand, have introduced important reforms.

SAMUEL JOHNSON,
Superintendent South Australian Institution.

APPENDIX.

CHAPTER 42.

An Act to make better Provision for the Elementary Education of Blind and Deaf Children in England and Wales.

[12th September, 1893.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

1.—(1.) The efficient elementary instruction which under the Elementary Education Act, 1876, a parent must cause his child to receive, shall, in the case of a blind or deaf child, be construed as including instruction suitable to such a child, and the fact of a child being blind or deaf shall not of itself, except in the case of a deaf child under seven years of age, be a reasonable excuse for not causing the child to attend school, or for neglecting to provide efficient elementary instruction for the child.

(2.) In the case of a blind or deaf child, the fact that there is not within any particular distance from the residence of the child any public elementary school which the child can attend shall not of itself be a reasonable excuse for not causing the child to attend school, or for neglecting to provide efficient elementary instruction for the child.

2.—(1.) It shall be the duty of every school authority, as defined by this Act, to enable blind and deaf children resident in their district, for whose elementary education efficient and suitable provision is not otherwise made, to obtain such education in some school for the time being certified by the Education Department as suitable for providing such education, and for that purpose either to establish or acquire and to maintain a school so certified, or to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment or enlargement, alteration, and maintenance of a school so certified, or towards any of these purposes, and, where necessary or expedient, to make arrangements, subject to regulations of the Education Department, for boarding out any blind or deaf child in a home conveniently near to the certified school where the child is receiving elementary education.

(2.) Provided that the duty of a school authority under this section shall not extend to children who are—

- (a) idiots or imbeciles; or
- (b) resident in a workhouse or in any institution to which they have been sent by a board of guardians from a workhouse; or
- (c) boarded out by guardians.

(3.) Where a school authority contributes under this section to the establishment, enlargement, or alteration of a certified school maintained by another authority, the terms approved by the Education Department shall include security for repayment of the value of the contribution, in the event of the school ceasing to be certified.

3. The terms of contribution approved by the Education Department may include provision for representation of the contributing school authority on the governing body of the school to which it contributes, in cases where such representation appears to the Education Department to be practicable and expedient.

4. The school authority for the purposes of this Act shall be—

- (a) for an area under a school board, the school board;
- (b) for an area not under a school board, any district council established for the local government of the district comprising that area under an Act of the present or any future session of Parliament, acting through a committee of that council appointed for educational purposes, and until such a council is established, the board of guardians, or borough council or urban sanitary authority, appointing a school attendance committee for the area, acting through that committee.

5.—(1.) For the performance of their duties under this Act a school authority may, without prejudice to any other powers, exercise the like powers as may be exercised by a school board for the provision of school accommodation for their district, and the consent of the Education Department to the exercise of the power of borrowing for the purposes of this Act may be given in any case in which the exercise of that power appears to the Department expedient.

(2.) The expenses of a school authority under this Act shall be paid out of the fund applicable to their general expenses, or where the school authority are a board of guardians, out of a fund to be raised out of the poor rate of the parishes for which the school attendance committee of the board act, according to the rateable value of each parish.

(3.) Two or more school authorities may combine for the performance of their duties under this Act, and, subject to the provisions of this section as to expenses, section fifty-two of the Elementary Education Act, 1870, shall apply in the case of any such combination as if each school authority were a school board, and the enactments relating to the audit of school board accounts shall apply as if any joint body of managers appointed in pursuance of this sub-section were a school board.

(4.) The Public Works Loan Commissioners may, on the recommendation of the Education Department, lend any money required for the purposes of this Act by a school authority on the security of the fund applicable to the expenses of this Act, and every such loan shall be repaid within a period not exceeding fifty years, and shall bear such rate of interest, not less than three and a half per cent. per annum, as the Treasury may authorize as being in their opinion sufficient to enable the loan to be made without loss to the Exchequer.

6. If the Education Department are satisfied, after such inquiry and such notice to a school authority or to a committee of the authority as they think expedient, that the school authority or a committee of the authority have failed to perform their duty under this Act, the Education Department may either—

- (1) proceed in manner directed by section twenty-seven of the Elementary Education Act, 1876; or
- (2) order that the school authority pay to any certified school specified in the order, towards the expenses of any particular child at the school, such annual or other sum as may be fixed by order of the Department, and any sum so ordered to be paid shall be a debt to the school from the school authority.

7.—(1.) A school shall not be certified by the Educational Department as suitable for providing elementary education for blind or deaf children—

- (a) if it is conducted for private profit; nor
- (b) unless it is either managed by a school authority, or the annual expenses of its maintenance are, to the extent of not less than one third, defrayed out of sources other than local rates, or moneys provided by Parliament, and are audited and published in accordance with regulations of the Education Department; nor
- (c) unless it is open at all times to the inspection of Her Majesty's Inspectors of Schools and of any visitors authorized by any school authority sending children to the school; nor

(d) unless the requirements of this Act are complied with in the case of the school.

(2.) Every school so certified (in this Act referred to as a certified school) shall be deemed to be a certified efficient school within the meaning of the Elementary Education Act, 1876, and for the purposes of section eleven of that Act may, in the case of a blind or deaf child, be treated as if it were a public elementary school.

(3.) A certificate granted in pursuance of this section shall be annual.

(4.) For the purposes of this section there shall be included in local rates any sum received under this Act by a school authority from a parent and applied towards the general expenses of the school authority.

8.—(1.) If and so far as the school which a child is required in pursuance of this Act to attend is not a public elementary school, it must, in all matters relating to the religious instruction and observances of the child, be conducted in accordance with the rules applying to industrial schools, except that references in the Industrial Schools Act, 1866, and the rules made under it, to the Secretary of State shall be construed as references to the Educational Department; and any school authority may provide and maintain for the purpose of this Act a school so conducted.

(2.) Every rule made under this section shall be forthwith laid before both Houses of Parliament.

(3.) In selecting a school under this Act, the school authority shall be guided by the rules laid down in the Industrial Schools Act, 1866, and if a child is boarded out in pursuance of this Act, the school authority shall, if possible, arrange for the boarding out being with a person belonging to the religious persuasion of the child's parent.

(4.) Where a child is required in pursuance of this Act to attend any school, the child shall not be compelled to receive religious instruction contrary to the wishes of the parent, and shall, so far as practicable, have facilities for receiving religious instruction and attending religious service conducted in accordance with the parent's persuasion, which shall be duly registered on the child's admission to the school.

9.—(1.) Where a school authority incur any expense under this Act in respect of any blind or deaf child, the parent of the child shall be liable to contribute towards the expenses of the child such weekly sum, if any, as, regard being had to the provisions of the Elementary Education Act, 1891, may be agreed on between the school authority and the parent, or, if the parties fail to agree, as may, on the application of either party, be settled by a court of summary jurisdiction, and any sum so agreed on or settled may, without prejudice to any other remedy, be recovered by the school authority summarily as a civil debt.

(2.) It shall be the duty of the school authority to enforce any order made under this section, and any sum received by a school authority under this section may be applied by the school authority in aid of their general expenses.

(3.) A court competent to make an order under this section may at any time revoke or vary any order so made.

10.—(1.) The parent of a blind or deaf child shall not, by reason of any payment made under this Act in respect of the child, be deprived of any franchise, right, or privilege, or be subject to any disability or disqualification.

(2.) Payments under this Act shall not be made on condition of a child attending any certified school other than such as may be reasonably selected by the parent, nor refused because the child attends or does not attend any particular certified school.

11. For the purposes of the Elementary Education Acts, 1870 to 1891, a blind or deaf boy or girl shall be deemed to be a child until the age of sixteen years; and the period of compulsory education shall, in the case of such a child, extend to sixteen years, and the attendance of such a child at school may be enforced as if it were required by by-laws made under the Elementary Education Acts, 1870 to 1891; and

any such child shall not, in pursuance of any such byelaws, be entitled to total or partial exemption from the obligation to attend school.

12. Nothing in any Act of Parliament shall prevent the Education Department from giving aid from the parliamentary grant to a certified school in respect of education given to blind or deaf children to such amount and on such conditions as may be directed by or in pursuance of the minutes of the Education Department in force for the time being.

13.—(1.) As from the first day of July one thousand eight hundred and ninety-four so much of any enactment in force at that date as empowers boards of guardians to send blind or deaf children to school shall be repealed, except as to children who are —

- (a) idiots or imbecils; or
- (b) resident in a workhouse or in an institution to which they have been sent by a board of guardians from a workhouse; or
- (c) boarded out by guardians.

(2.) Provided that, where any blind or deaf child with respect to whom the powers of guardians cease in pursuance of this section is on the first day of July one thousand eight hundred and ninety-four relieved in any institution by a board of guardians, the child shall continue chargeable as if this Act had not passed, until the expiration of six months' notice to be given by the guardians, if they think fit, to the school authority of the district from which the child was sent.

14. The Education Department shall annually lay before both Houses of Parliament a report of their proceeding under this Act during the preceding year, and in that report shall give lists of the schools to which they have granted and refused certificates under this Act during the year, with their reasons for each such refusal.

15.—(1.) In this Act —

The expression "blind" means too blind to be able to read the ordinary school books used by children;

The expression "deaf" means too deaf to be taught in a class of hearing children in an elementary school;

The expression "school" includes any institution in which blind or deaf children are boarded or lodged as well as taught, and any establishment for boarding or lodging children taught in a certified school;

The expression "elementary education" may include industrial training whether given in the school which the child attends or not;

The expression "maintenance" includes clothing;

The expression "expenses," when used in relation to a child, includes the expenses of and incidental to the attendance of the child at a school, and of and incidental to the maintenance and boarding out of the child while so attending, and the expenses of conveying the child to or from school;

Other expressions have, unless the contrary intention appears, the same meaning as in the Elementary Education Acts, 1870 to 1891.

(2.) For the purposes of this Act a child resident in a school or boarded out in pursuance of this Act shall be deemed to be resident in the district from which the child is sent.

16. This Act shall not extend to Scotland or Ireland.

17. This Act shall come into operation on the first day of January one thousand eight hundred and ninety-four.

18. This Act may be cited as the Elementary Education (Blind and Deaf Children) Act, 1893, and shall be read with the Elementary Education Acts, 1870 to 1891.



Reports From Abroad

II

... CONCERNING ...

SCHOOLS AND INSTITUTIONS FOR THE DEAF

For the Year 1894.

EDITED BY HON. JOHN HITZ,
*Superintendent Volta Bureau,
Washington, D. C.*

From the Proceedings of the Fourteenth Convention
of American Instructors of the Deaf.

PRINTED AT THE
MICHIGAN SCHOOL FOR THE DEAF.
1895.



REPORTS FROM ABROAD FOR THE YEAR 1894.

TRANSMITTED TO THE VOLTA BUREAU.

Introductory to these reports it is stated that the first publication of the series in 1894 met with such signal approval, both at home and abroad, as to decide the Bureau to continue these accounts from abroad annually, in a more or less modified form, and the hope is entertained that in time something more of uniformity in a statistical way may be achieved; at all events, the Bureau feels assured that in thus securing and disseminating information of what is being done for the advancement of the cause it seeks to promote, a most helpful factor is employed to further the praiseworthy efforts being made by its earnest co-workers throughout the world.

GERMANY.

Director W. Reuschert, of the Protestant Deaf-Mute Institution, Strasburg, Elsars, reports that the warfare which had prevailed in the instruction of the deaf between the adherents of the Oral and Sign methods had entirely subsided and that the hatchet had been buried.

In Germany, now, ninety-seven institutions offer to 6,550 deaf-mute children (3,639 boys and 2,911 girls) adequate training and instruction. Of these institutions, fifty-two are day schools (externate), thirty-five are boarding schools (internate), and ten are mixed schools (inter-externate) which board and lodge only the younger pupils, but not the older and more advanced. Six hundred and nine males and seventy-one females constitute the teaching force of these schools, which gives an average of ten pupils to each teacher. Most of the female teachers are to be found in Southern Germany, where

the instruction of the deaf is largely carried on by religious sisterhoods, whereas in Northern Germany, which is largely protestant and where the institutions almost without exception are supported by the State or Provincial authorities, but few female teachers are employed.

In regard to schools established by benevolence the report says: "It is not to be denied that such institutions show the citizens of a locality to be animated by a noble phase of philanthropic spirit, but they also frequently encounter the danger of having men at the head of their Board of Managers who are wholly unacquainted with the nature of deaf-mutes and the character of instruction they need, who nevertheless assume to express opinions in regard thereto, and interfere with the principal conducting the school. Such institutions should gradually be entirely absorbed by the State and placed under its supervision. Then ignoble public begging in behalf of so worthy an object as deaf-mute education would cease, and an intelligent and qualified management would be assured."

The number of pupils at the various institutions ranges from six to three hundred and four. But few institutions have an attendance exceeding one hundred; in most of them the number of pupils ranges from seventy to ninety, divided into eight classes, which, it would seem, conforms to the normal-class number of schools.

As to normal training, it seems that the Royal Prussian Deaf-Mute Institution, at Berlin, provides the same for those who would become teachers of the deaf, so far as this is not done at the several institutions throughout the land on their own account; and the Royal Central Bavarian Institution, at Munich, likewise embraces a well-conducted normal department.

In the matter of recent publications the report refers favorably to the comprehensive work of *Walther* in Berlin, *Handbuch der Taubstumm-bildung* (Manual of Deaf-Mute Instruction). Also to *Das Praktische Hand-buch für den Sprachunterricht in der Taubstumm Schule* (Practical Manual of Teaching Language in Deaf-Mute Schools), embracing the first four school years, by *Knauf* of Berlin. Likewise to the *Statistische*

Jahrbuch für Taubstummen, Chrer (Statistical Annual for Teachers of Deaf-Mutes), by Reuschert of Strasburg, and finally to the *Realienbuch*, or Manual of Natural Science, of Debus, Kruse, Finkh and Warnecke of Schleswig presented in MSS. to the Third Congress of German Teachers of the Deaf at Augsburg, May, 1895, and awarded the States' Prize by the Prussian Minister of Instruction.

In regard to Kindergartens the report says: "There exist in Germany, for deaf-mute children not yet of school age, sub-primaries or Kindergartens at Plauen near Dresden (founded 1872) and at Berlin; another is being established at Königsberg, Prussia."

The lack of supplementary schools for the deaf is deplored and also the total absence in Northern Germany of a "Home" for superannuated and dependent deaf-mutes. In conclusion, the report refers to the League of German Deaf-Mute Teachers, organized in May, 1894, upon whose standard was inscribed the motto: "To promote the cause of deaf-mute education and our common welfare," which, however, it regrets to say, so far had given no manifestation of life other than the publication of one very meagre number of its organ.

AUSTRIA-HUNGARY.

We learn from this report that, although this Empire in area and population far exceeds Germany, it contains only thirty schools or institutions for the instruction of the deaf. In round numbers, these schools contain one and hundred fifty teachers and 1,900 pupils, or an average of thirteen pupils to the teacher. Among the hindrances are certainly the unfriendly relations existing between the various nationalities constituting the Empire, necessitating that instruction be given in no less than ten distinct vernaculars which prevail in the land! This circumstance undoubtedly also caused the demise of the Austrian Teachers' Association and of its organ. A hopeful sign for the better, however, is the fact that among the numerous commemorative institutions to be established in honor of the Emperor's fiftieth year of reign (1898), several new institutions for the deaf are provided for.

of Supplementing the Ear with the Eye), supervised by M. Ad. Belanger.

"2. *De l'Acquisition des Idées abstraites par les Sourds-muets* (On the Acquisition of Abstract Ideas by Deaf-Mutes), by Thollon.

"3. *De la Préparation des Organes de la Parole chez la Jeune Sourds-muets* (The Preparation of the Organs of Speech of Young Deaf-Mutes), by A. Boyer."

GREAT BRITAIN.

William Van Praagh, Director of the Training College for Teachers of the Deaf, 11 Fitzroy Square, W. London, reports that the Act of Parliament, dated September 12, 1893, entitled "An Act to make better provisions for the elementary education of blind and deaf children in England and Wales" had become operative. The Rev. J. W. Sharpe, C. B. H. M's., Chief Senior Inspector of Schools, has been appointed Inspector of Schools for the Deaf and the Blind, and had been ably assisted by assistant inspectors for schools carried on under both systems, Mrs. Thurston Holland for the Oral, and the Rev. J. W. Gilby for the Manual System.

The Government has issued detailed rules and regulations for the boarding out of blind and deaf children. Of these P. 6 (No. 1) reads: "There shall not be more than two blind or two deaf children resident in the same house at the same time, whether boarded out or not."

P. 7. "Every boarded-out child shall be visited not less often than once in every month by a member of the Boarding-out Committee at the home of the foster parent, and the visitor shall thereupon make a report in writing to the Committee, mentioning the apparent bodily condition and behavior of such child, and the state of the home, and all reasonable complaints made by the child or the foster parent."

Two societies have recently been organized by the teachers of the deaf.

1st. "The Association of the Teachers of the Deaf," under the presidency of Lord Egerton, of Tatton.

2nd. "The Union of Teachers of the Deaf on the pure Oral System," having for President, Lionel Van Oven, Esq., and for Vice President, B. St. John Ackers, Esq.

ITALY.

Prof. G. Ferreri, *Vice Direttore del R. Istituto Penola, pei Sordomuti*, Siena, says that the year 1894 opened with an awakening in favor of the cause of Italian deaf-mutes. To the periodical, "The Education of the Deaf-Mutes" (*L' Educazione dei Sordomuti*), which ever since its foundation (1872) has sustained the cause of the deaf and dumb in Italy --"and changed not his aspect, nor moved his neck, nor bent his side"*--were added two other periodicals. The first of these publications limits itself to protecting the interests of the Neapolitan deaf-mutes. The other publication devoted itself mainly to securing Government aid. To the voice of the public press was added, also, that of Prof. Fornari, Director of the school at Milan, who published first an essay in regard to uneducated deaf-mutes, then a popular tract upon the condition of deaf-mutes, and finally an open letter to the Minister of Public Instruction. The instruction of the deaf and dumb, however, continues to be supported principally by public charity, from which it has received liberal donations. A local committee has been organized in Milan, whose object is to extend the education of the deaf and dumb, and to serve as a substitute for the National Committee elected at the Congress of Genoa (1892), which latter had never given a sign of life. Through the efforts of this Committee of Milan, a new school was opened at Como (March 4th) for deaf-mutes, another, also, in Naples, where the Rev. Di Majo has done his utmost to aid abandoned deaf-mutes in opening a small asylum for themselves.

The last publication of the year was addressed to the Government, to again remind it of its obligation to provide for the education of Italian deaf-mutes, of whom there are about 1,500 of a suitable age to be instructed who are abandoned to ignorance.

*Dante, x: 74.

PORTUGAL.

From the detailed historical sketch of the instruction of deaf-mutes in Portugal, prepared by Prof. Anicet Fusillier, Director of the College for Deaf-Mutes, Bemfica, Libson, we learn that, in addition to the already existing municipal institution, a private school was founded in 1890, known as the College of Bemfica, where the most advanced methods of instruction are followed. Already one of the graduates, Carlos Magro, had matriculated in the Academy of Fine Arts. A department for feeble-minded deaf is also attached. Among the studies pursued at this school may be enumerated: Speech, both orally and aurally taught, lip-reading, geometry, mathematics, history, physics, elements of common law, geography, natural history, chemistry, cabinet-making, horticulture, modelling, athletics and photography, also the French and English languages in addition to the Portuguese.

Through the legacy of an opulent citizen of Oporto (Jose Rodrigues de Araujo Porto), amounting to some \$130,000, the management of the Misericordia Hospital at that place was enabled to found an institution there for the deaf, which was duly inaugurated on the 26th of February, 1893, and then opened with twelve pupils on its rolls. After some difficulty experienced in securing qualified teachers, the Count of Samodaes, of the Board of Managers and an active friend of the deaf, finally, after a competitive examination, engaged two gentlemen to go to the National Institute of Deaf-Mutes in Paris, to study the most advanced methods. These gentlemen, Srs. Rodrigues Lobo, a physician, and Nicolau Falcao, spent a year in Paris and are to-day, respectively, Director and Professor of the Institute.

Endowed with a considerable means and employing the best recognized methods, the Araujo Porto Institute is destined to have a brilliant future.

SCANDINAVIA.

Lars A. Havstad, of Christiania, Norway, reports:—
“Scarcely any change has taken place in the schools of Denmark, Norway, Sweden and Finland since my last report,

"The discussion in our professional press, which is practically limited to the periodical published at Stockholm under the name of *Tidskrift för Dofstumskolan*, has largely turned from the questions connected with the outward organization of the schools and from the warfare between methods, to that of the details of instruction and education. In Norway, the Oral Method is left alone master of the field. In Sweden, Finland and Denmark, the two methods have divided the domain, the Oral Method ceding to the other one-fourth or one-fifth of the pupils, generally the intellectually weakest. Although defeated as to the extent of the use of the method, the partisans of the Manual Method may be said to be seeking their revenge in urging upon their opponents the apparently cheaper organization of large schools. In fact, the schools for the deaf are growing larger and becoming fewer than at the period when nobody thought of assimilating the deaf to the hearing world. The opposite views of the partisans of the two methods, although not for the time being appearing in open contest, cannot but be plainly distinguished in the above named periodical. The contests between the methods, however, will hardly cease until one of them is totally superseded by the other. And when the battle of methods dies away, then, I believe, will present itself as the great problem to be solved, a question now much agitated in Scandinavia and in Germany, namely: How is the oral language to supersede signs as the natural language of the deaf, or, to express the same in other words, how can the language of speech successfully wage the war of extirpation against the deeply rooted evil of "deaf-mutisms." This will be coming to the root of all questions relating to the education of the deaf."

RUSSIA.

In the year 1806, the Empress Marie Feodorovna, daughter of the Duke of Wurtemberg, founded a school for the deaf and dumb of both sexes on her estate at Pavlovsk, in the neighborhood of St. Petersburg, which four years later was moved to that city. A capital of 156,000 roubles was deposited in one of the savings banks to found a scholarship

fund for pupils placed at the school in her Majesty's name. The pupils are taught by the Oral system, the Sign and Manual system being used for those who are disinclined to follow the former method. In addition to this, they are instructed in religion, the Russian language, arithmetic and the necessary trades. The school consists of one hundred and five boy boarders and sixty-five girl boarders, besides thirty-two boys and twenty-eight girls as day scholars. Of the two hundred and thirty pupils, one hundred and thirty-eight are taught by the Oral system.

AUSTRALIA.

Superintendent Samuel Johnson, of the South Australian Institution for the Blind and Deaf and Dumb, at Brighton, reports that said Institution, which was founded October 1, 1874, by the late William Townsend, M. P., is progressing very favorably under an excellent staff of teachers. Before vacation of 1894, there were fifty-two inmates, viz.: eleven blind, thirty-nine deaf and two blind and deaf. The results attained in teaching speech are gratifying, the Oral method being employed in the education of the deaf, but the pupils are permitted to use the Manual Alphabet. In the industrial department the boys, in addition to the usual studies, are taught boot-making, gardening and elementary carpentry, and the girls learn sewing and domestic work.

VOLTA BUREAU,
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF.
WASHINGTON, U. S. A.

CIRCULAR OF INFORMATION,
No. 3.

INTERNATIONAL REPORTS OF SCHOOLS FOR THE DEAF

MADE TO THE VOLTA BUREAU
DECEMBER, 1895.

Read before the American Association to Promote the Teaching of Speech to the Deaf on
the occasion of its Fifth Summer Meeting, held at the Pennsylvania Institution
for the Deaf, Mt. Airy, Philadelphia, July 1-10, 1896.

WASHINGTON, D. C. :
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VOLTA BUREAU,
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF.
WASHINGTON, U. S. A.

CIRCULAR OF INFORMATION,
No. 3.

INTERNATIONAL REPORTS
OF
SCHOOLS FOR THE DEAF

MADE TO THE VOLTA BUREAU
DECEMBER, 1895.

Read before the American Association to Promote the Teaching of Speech to the Deaf on
the occasion of its Fifth Summer Meeting, held at the Pennsylvania Institution
for the Deaf, Mt. Airy, Philadelphia, July 1-10, 1896.

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INTERNATIONAL SCHOOL REPORT.

Desirous eventually to secure for instructive comparison greater uniformity of reports from all parts of the world, the Volta Bureau herewith presents the result of its inaugural labor in this direction. Whilst fully recognizing the meagreness of its achievement, nevertheless, as an initial effort, it is satisfactory.

The scope of inquiry upon this first attempt has purposely been very limited, nevertheless in the notes appended to the statistical tables, although in some instances necessarily greatly abbreviated, there will occasionally be found some valuable suggestive statements. These notes are either literal reproductions or translations from the originals which have come to hand in no less than ten different languages. The Bureau takes this occasion to disclaim any endorsement of these statements, simply presenting them as indicative of current thought among those engaged in the instruction of the deaf. In a few instances where it seemed called for, statements of facts from historical and previous reports made by those in charge of the respective schools, on file in the Bureau, have been inserted. The statistical tables, however, unless otherwise noted, are taken from the reports made direct to the Volta Bureau, supplemented in a few instances, for Germany and America, by figures obtained from the Reuschert Annual for 1895 and from the American Annals for January, 1896, and, in regard to Italy, from Prof. G. Ferreri's list of Italian institutions published 1893.

This report having an international character, the location and names of schools, so far as practicable, adheres to the nomenclature of the originals transmitted to the Bureau.

In regard to the character of schools, the reports have, with but few exceptions, been uniformly explicit. In regard to the designation of methods, however, a considerable variance prevails, which, in time, the Bureau hopes in a measure to overcome. For the present it simply gives as near as practicable, literally what has been reported either in the body of the tables or accompanying notes, and must leave any attempt at a closer analysis or classification to others, or for some future occasion.

To account for the apparently large number of teachers in some schools, it may be well to note the fact that in giving totals some schools include also instructors in manual training and gymnastics, of arts and religion, who only attend periodically, whilst others omit this class altogether.

More or less of industrial training, either in the schools or connected with them, seems to prevail pretty generally, especially so in Continental Europe.

The Volta Bureau would here express its thanks and high appreciation to all superintendents, principals, directors, teachers, and others in charge of schools

for the prompt, intelligent, and generally satisfactory character of the reports sent in. The material accompanying them, including MS. in some instances, has been very voluminous, and for the present purpose could only be availed of to an extremely limited extent, but the historical and other data given will all be carefully preserved in the archives of the Bureau, and cannot fail to prove of great interest to students and others who may at any time have occasion to consult the literary and other treasures its valuable library already contains.

In conclusion, the hope is expressed that, in addition to those who so promptly contributed to enhance the value of the tables and statements which follow, in future also, those who failed to respond, will come forward and have their schools authoritatively enrolled upon this list of the world's educational institutions for the deaf, which the Volta Bureau purposes to issue from time to time in furtherance of the cause it has been established to promote.

With the exception of possibly fifteen schools in Africa, Belgium, Portugal, Russia, and Spain (the total number of whose pupils is not likely to exceed eight hundred), it is believed the list attached comprises all places of instruction for the deaf known at present to exist.

JOHN HITZ,
Superintendent.

EXPLANATORY.

A strictly geographical arrangement of the schools by continents, countries, and, as far as practicable, cities and post-offices, has been adopted, numbered by countries, as will be observed in columns 1 and 2.

The designation of schools in column 3 follows as nearly as possible the originals sent to the Bureau.

Column 4 indicates in some instances the date of founding ; in others, that of opening.

In column 6 the names given are not uniformly executive officers ; in some instances they are rather officers having supervisory functions.

In column 7 Pr. = private, and Pu. = public. Ö = öffentlich, städtisch, staatlich or public. V = Vereins or association.

B = boarding. I = internat (boarding). Pe. = con pensione or boarding.

D = day. E = externat (day) ; Q = quotidiana or day school.

It should be noted that many of the schools indicated as being conducted by "private persons or corporations" receive governmental support in some form, and that a considerable number of schools indicated as "public" are not State or municipal schools, but are simply so designated to indicate that admission is open to the public generally.

In column 8 Al. = manual alphabet, Au. = aural. C = combined, a definition of which will be found in note to No. 9, U. S. A.

D = dactylogy. M = manual, which is defined variously.

O = oral ; Ls. = Lautsprach or Deutsche methode. O. P. = Oral pure. R. Ls. = Reine Lautsprach = Reine Deutsche-methode, and P. O. all signify Pure Oral, which latter implies the exclusion of all other methods of instruction than by speech and "Lip" or speech reading—writing being common to all methods. It will be proper to state that a large proportion if not all of the schools indicated simply as Oral, follow it would seem, the Pure Oral method.

All other designations of methods indicated in this column are written out in full.

In column 11 the letter F where it occurs signifies that the statement given upon that line is taken from Prof. G. Ferreri's list of Italian schools, published 1893.

The letter R indicates that the statement given is taken from Reuschert's Annual or Statistisches Jahrbuch für Taubstummen Lehrer for the year 1895.

(U) = unofficial.

S. H. P. = some hearing power.

(N) wherever it occurs refers to note of the corresponding school number.

* = British Deaf-Mute and latest reports received.

STATEMENT OF SCHOOLS FOR THE

1	2 Location.	3 Name.	4 Date when founded or
AFRICA.			
CAPE COLONY.			
1	Cape Town.....	Convent School for the Deaf and Dumb.....	1870
2	Grahamstown.....	School for the Deaf.....	1880
3	King Williams T'n, Convent S. H.	Deaf and Dumb Mission School.....	1880
4	Worcester.....	Institution for the Deaf and Dumb and Blind.....	1881
NATAL.			
1	Durban, 42 Russell St.....	Ealing House School for the Deaf.....	1885

NOTE.—Schools are also reported to exist in Algiers and Syonfieh, Egypt. A school formerly existing in

ASIA.			
CHINA.			
1	Tung Chow, Chefoo, Prov. Shantung	Presbyterian Mission School for the Deaf.....	1886
INDIA.			
1	Bombay.....	School for the Deaf.....	1884
2	Calcutta, No. 4 College Sq.....	Calcutta Deaf and Dumb School.....	1885
JAPAN.			
1	Kyoto, near Imperial Pk.....	The Kyōto-Mōa-in.....	1878
2	Tokyo, 77 Sasugayachō.....	Tokyo Moa-gakko (Blind and Deaf).....	1880

NOTE.—Japan. (1) "The students are taught practically by dactylogy, writing, and by pronunciation which was invented by the founder, Furukawa. Shampooing and acupuncture specially taught."
Japan. (2) Batu Jamininath Banerji, the Principal, is absent in England and America attending training colleges for teachers.

AUSTRALIA.			
1	Brighton, near Adelaide, S. A.....	South Australian Inst'n for the Blind and Deaf and Dumb.....	1874
2	Brisbane, Queensland.....	.....	.....
3	Melbourne, St. Kilda Rd., Victoria.....	Victorian Deaf and Dumb Institution.....	1880
4	Sydney, New South Wales.....	New South Wales Institution for Deaf and Blind.....	1881

(1) "Oral method—manual alphabet allowed. Two deaf and blind pupils attend. There is also on Wright St., Adelaide, an Adult Deaf and Dumb Mission, founded 1890 by Superintendent Johnson, and conducted by Eugene Salas. It is a public day institute where the manual method is used. Lectures are given, a library is provided, and the deaf are encouraged to improve the education they received at school. 45 deaf-mutes are under its care."

(3) "The opening ceremony was performed on the 13th of October, 1887, * * * The view held by some that the intermarriage of deaf-mutes is likely to produce deaf children has not been verified in this colony; not a

EUROPE.			
AUSTRIA-HUNGARY.			
1	Agram, Croatia.....	Landestaubstummen Inst.....	1893
2	Arad, Hungary.....	Aradvárosi Községi siketnéma-iskola.....	1885
3	Brunn, Mähren.....	Mährisch-Schlesisches Taubstummen Inst.....	1832
4	Budapest VII, 2 Bóthlenpltz.....	Izelt siketnemakorszintözete.....	1877
5	Budapest VIII, 43 Hunyadi Gasse.....	Off. Lehr- Erziehgs. Anstalt für Taubstumme.....	1889
6	Budweis, Böhmen.....	Taubstummen Anstalt.....	1871
7	Dobling, 15 Hofzeile bei Wien.....	Niedr. Ostrc. Landestaubstummen Schule.....	1881
8	Eibenschitz, bei Brünn, Moravia.....	Moravsky zemsky ústav pro hluchoněmó.....	1894
9	Gorz, 26 Seninar Str.....	Landschaftliches Taubstummen Inst.....	1840
10	Graz, 21 ^a Eisengasse Steiermark.....	Landschaftliches Taubstummen Inst.....	1831
11	Kapsovar, Ungarn.....	Städtische Taubstummen Schule.....	1885
12	Klagenfurt, Kärnten.....	Karnts Taubstummen Inst.....	1848
13	Klausenburg, Siobenbürgen.....	Landestaubstummen Anstalt.....	1838

ERRATUM.—Under **ASIA**, substitute the word "**India**" for "**Japan**" preceding the first note (2), and on page 7 read the word "**Japan**" before the second note (2).

DEAF, DECEMBER, 1895.

5	6	7	8	9	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
founder.	Executive Officer.	Character.	Method.	Teachers.			
Catholic Church...		Pr. B.....	Manual.....			U	12
Catholic Church...						U	6
St. Tiefenböck...	Sr. M. Stephana, O.S.D.....	Pr. B. & D.	O.....	4	3	3	8
St. Paul Church.....	B. J. G. de Labat, Prin.....	Pu.....	C.....	8	15	9	39
Union and Natal Institution.	Sara Champion.....	Pr. B.....	P. O.....	2	3	1	7
				14	21	13	72

A., has been discontinued.

Mrs. C. R. Mills..	Annetta T. Mills.....	Pr. B.....	D. O.....			U	12
Surin.....		Pr. D.....	O.....			U	25
Sinha.....	Sri Nath. Sinha, Act'g Hmr	Pr. D.....	O.....	4	10	2	23
Yamaguchi, G. d. v.	G. Yamada, Supt.....	Pu. B. & D.	D. O.....	7	69	3	74
Yamaguchi, G. d. v.					30	25	64
Yamaguchi & others.	S. Konishi, Dir.....	B. & D.....	Nota.....				
				11	109	30	198

The ordinary course of instruction comprises reading, writing, composition, arithmetic, written and gymnastics. The technical course: Drawing, engraving, joinery, and sewing; also a special course

Send, M. P.....	Samuel Johnson, Supt.....	Pu. B.....	D. O.....	8	28	12	43
Isaac Dickson, Supt						U	11
Wm. Jones, Supt.....		Pu. B.....	C.....	8	36	9	60
Samuel Watson, Supt.....		Pu. B.....	C.....	8	30	6	46
				24	94	27	160

is known of children being similarly afflicted as their parents. The board of managers are now the example of some of the most important institutions in England and America, by carrying on the of the children on the combined system, thus securing the advantages acknowledged to belong to both the oral and manual systems. Fully one-third learn by means of the oral system.

Ivan Muha, Vorstr.....	O. I.....	La.....	6	10	5	24
Jakob Elias, Dir.....	O. E.....	R. La.....	3	3	4	9
Edw. Partisch, Dir.....	Pr. I.....	La.....	8	18	16	74
Leopd. Grünberger, Dir.....	O. I.....	La.....	9	55	6	89
Anton Frim, Dir.....	O. I. E.....	La.....	4	3	3	21
— Sedlák, Dir.....	I.....		10			96
Adalbert Lehfeld, Dir.....	O. I.....	R. La.....	18	80	25	151
Josef Kolar, Dir.....	O. I.....	La.....	10	24	18	81
Fried. Lenardig, Dir.....	O. I.....	La.....	6	20	17	66
Alois Zeyringer, Dir.....	O. I. E.....	C.....	17	51	87	137
Milankovitz, Dir.....	O. E.....		1			8
Geo. Grientschnig.....	V. I.....	Au. R. La.....	7	9	13	26
— Olgyai Janos, Dir.....	O. I.....		6			60

Statement of Schools for the Deaf

1	2 Location.	3 Name.	4 Date when founded or
EUROPE—Cont'd.			
AUSTRIA-HUNGARY—Cont'd.			
14	Königsgratz, Böhmen.....	Diözes. Taubstummen Inst., Rudolfinum.....	1866
15	Leipnik, Mähren.....	Mährische Landestaubstummen Anstalt.....	1866
16	Leitmeritz, Böhmen.....	Diöcesan Taubstummen Inst.....	1866
17	Lemberg, Galicien.....	Galicische Priv. Taubstummen Inst.....	1866
18	Lemberg, Galicien.....	Bardachs Taubstummen Schule.....	1866
19	Linz, an der Donau.....	K. K. Prov. Taubstummen Lehranstalt.....	1866
20	Mils, bei Hall, Tirol.....	Landestaubstummen Inst.....	1866
21	Mitrovitz, Slavonien.....	Serbische Taubstummen Anstalt.....	1866
22	Neusatz, Ungarn.....	Berecz Privatanstalt für Taubstummen.....	1866
23	Prag.....	Vereins Anstalt für Taubstumme.....	1798
24	St. Pölten, Nied. Oestr.....	Bischöfe. Taubstummen Anstalt.....	1846
25	Temesvar, 17 Bemgasse.....	Städtisches Taubstummen Inst.....	1866
26	Trient, S. Tirol.....	Istituto P. V. Sordo-Muti.....	1866
27	Währing, 3 Klettenhoferg's (bei Wien)	Kommunal Taubstummen Anstalt.....	1866
28	Waizen, Ungarn.....	K. Landestaubstummen Anstalt.....	1866
29	Wien III, 22 Rudolfsgasse.....	Allg. Oestr. Israelit. Taubstummen Anstalt.....	1864
30	Wien IV, 13 favoritenstr.....	K. K. Taubstummen Institut.....	1779
31	Wien IX, 2 Gemeindegasse.....	Öffentl. Taubstummen Unterrichts Abtheilg.....	1866

NOTE.—(2) Instruction is given in the Magyar language. Industrial training also given.

(3) Gestures to a limited extent are permitted. Instruction given in the German language.

(7) Urbantschitsch's method of aural training is practised in this school.

(8) Instruction given in the Bohemian language.

(9) The pupils are taught either in the Italian or Slavonic language according to their nationality.

(10) Instruction is given in the German language, although about one-quarter of the pupils are of Slavonic origin.

(12) The first principal of this school introduced the "mixed" method. His successor the "French" method to the exclusion of all oral instruction. His successor in turn abolished all other than the pure oral method in connection with aural training according to the system Urbantschitsch.

BELGIUM.			
1	Anvers, 117, rue van Schoonbeke.....	Institut des Sourds Muets.....	1863
2	Anvers, 17, rue Jongelink.....	Institut des Sourdes Muettes.....	1864
3	Bruxelles, 106, Rampart des Moines.....	Inst. Royal des Sourds Muets et des Aveugles.....	1834
4	Gand, Rolghem, 1 rue de la Pomme.....	Inst. St. Gregoire pour Sourds Muets.....	1826
5	Liege.....	Inst. Royal des Sourds Muets et des Aveugles.....	1819

NOTE.—(1 and 2) The Antwerp Aid Society for the Protection of Deaf-Mutes was organized 1835. At first it sent its wards to divers schools until later on it successively established these two schools. The course of instruction is the same as that of the elementary schools for the hearing.

DENMARK.			
1	Copenhagen, Cita dels vis 58.....	Det Kongelige Døvstumme Inst.....	1807
2	Copenhagen, 1, Rosenvang's Tidealle.....	Froken Mathins Døvstummenanstalt.....	1871
3	Copenhagen, 31, Niels Ebbesenway Frkssbg.....	Miss Hvids School for the Deaf.....	1891
4	Fredericia.....	Køneglige Taubstummen Institut.....	1880
5	Nyborg.....	Den Kongelige Døvstumme skola.....	1849

NOTE.—The deaf children of Denmark are classified into (A) semi-deaf, taught at Nyborg by aural and oral methods. Class (B), deaf without any hearing whatever are sent to the Royal School at Fredericia, and the pupils of Class (C), composed of the dumbest and most backward deaf, are educated at the Royal Institution in Copenhagen by means of the manual alphabet and writing. The classification takes place at the Fredericia school, to which all deaf-mutes, upon arriving at school age (8 years), are first sent.

(2) This school is limited to twelve inmates in order to preserve its strictly family character. Although a private institution, the government extends its aid. No degree of intellectual deficiency is excluded.

Deaf, December, 1895—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Dr. Jos. Joh. Hais	P. Vladis. Sekera, Dir.	Pr. I. E.	Frost'sche.	9	31	3	80
Landesregierung	Ant. Holzer, Dir.	O. I.	La.	5	20	20	48
Bischof A. B. Hille	P. Karl B. Kotler, Dir.	O. I.	O. (n)	7	22	4	32
Unbekannt	Anton Mejbaum, Dir.	Pr. I.	La.	11	30	15	79
Isak Bardach	Isak Bardach, Dir.	Pr. I. E.	R. La.	2	6	5	16
Michael Reitter	Alois Walcher, Dir.	O. I.	La.	5	45	42	87
Janz Holdheim	Jos. Zampedri, Dir.	Pr. E.	C.	5	20	30	60
Mivoj Popovic	Radivoj Popovic, Dir.	Pr. I. E.	La.	2	5		8
Michael Berencz	Michael Berencz.	Pr.	La.	1			3
	— Kmoch, Dir.	Pr. I. E.		10			156
	— Witschko, Dir.	Pr. I.		2			42
Carl Schäffer	C. Schaffer, Dir.	O. I.	La.	7	13	6	53
Rev. Nep. de Tschiderer	Sac. Val. de Probézer, Dir.	Pr. I.	Italian.	7	31	6	44
	— Webber, Hm	O. E.		8			59
	Prof. Pivár, Dir.	I. E.		14			165
Kollisch	Dr. M. Brunner, Dir.	O. I.	La.	10	37	28	80
Imperial Decree	— Fink, Dir.	O. I. E.		11			109
Joh. Pabisch	Joh. Pabisch, Ob. L.	O. E.	La.	9	19	20	54
				230	552	373	1817

(15) Instruction given in the Bohemian language.

(16) Although in Bohemia instruction in this school is given in the German language. C = Frost'sche.

(19) Up to 1847 this was a day school. It was then converted into a boarding school. Several text-books have emanated from instructors at this school.

(20) This school has but one boarder, all others being day pupils.

(22) The teacher of this school is a certificated teacher of the deaf, who is an instructor in one of the elementary schools, and in addition has been teaching deaf children on his own account, gratuitously in some instances.

(25) Special attention is also given to industrial training, and to enable pupils to improve and become self-sustaining after their regular school term.

La Société proted'e des S.M.	Abbe f van Bueren	Pr. I.	O. P.	10	17	14	60
La Société proted'e des S.M.	Melle H. Loons	Pr. I.	O. P.	8	21	21	55
Chanoine Triest	Rosalie Stullenackers	Pu. I.	C. (n)	14	63	35	157
A. Burgoise	M. A. Stockmans	Pr. Pu. I.	C.	13	71	7	98
Jean Bap. Goupin	M. Sujckers Mathieu	Pu. I. E.	O. P.	15	74	10	105
				60	246	87	475

(3) Has a pupil congenitally deaf who became blind when nine years of age. Orale, combinée designs.

(4) Special attention given to industrial training, arboriculture, gardening, etc.

(6) A large majority of the pupils are boarders.

Stiftes und Fundats	Pastor Fr. Heiberg Vorstr.	Pu. I.	D.	13			77
Prof. J. Keller	Fräulein L. A. Mathisen	Pr. I.	R. La.	5	1	1	8
Miss Nanna Hvid	Miss Nanna Hvid	Pr.	O.	1	4		8
By the State	Geo. Jørgensen, Dir.	O. I. E.	P. O.	23	124	19	190
— Dahlerup	Joh. Geo. Forchhammer	O. E.	R. La.	13		38	79
				55	129	58	362

(4) This school needed to be enlarged from time to time. It can now accommodate 250 children. It has three divisions: (1) Training School, (2) intellectually bright children, (3) children of ordinary capability, including also the feeble-minded, transferred to it from a school for such children which was abolished 1893.

(5) This school was conducted many years by Prof. Joh. Keller as a private institution. In 1891, when the buildings were destroyed by fire, the Danish government assumed charge and erected new buildings. Obligatory school attendance of the deaf was promulgated in Denmark as early as 1806.

Statement of Scho

1	2 Location.	3 Name.
	EUROPE—Cont'd.	
	FRANCE.	
1	Angoulême.....	Institution Balzac et des Sourds-Muets.....
2	Annonay, Ardèche.....	Institute de la Providence.....
3	Arlanc, Puy de Dôme.....	Institute des Sourds-Muets de Chaumont.....
4	Avignon, Vaucluse.....	Institute des Sourds-Muets, Begues, etc.....
5	Bordeaux, Gironde, rue St.-Sernin.....	Institute National des Sourdes-Muettes.....
6	Bordeaux, Gironde, rue Marseille 61.....	Ecole des Sourds-Muets et les Aveugles.....
7	Besancon, Doubs.....	Institute des Sourds-Muets.....
8	Bourg, Ain.....	Institution des Sourdes-Muettes.....
9	Bourg, Ain.....	Institution Napoleon.....
10	Bourg la Reine, Seine.....	Institution Notre-Dame du Calvaire.....
11	Chambery, Savoie.....	Institution National des Sourds-Muets.....
12	Deols, Indre.....	Institution des Sourdes-Muettes.....
13	Elbeuf, Seine-Inferieure.....	Institution des Sourds-Parlants.....
14	Laval, Mayenne.....	Institution des Sourds-Muets.....
15	Lyon, 77 rue Maisons-Neuves.....	Institution des Sourds-Muets.....
16	Malgrange, Meurthe-Moselle.....	Institution des Sourds-Muets de l'Est.....
17	Nantes, Loire Inferieure.....	Instit'n des Sourds-Muets et Aveugles de la Persagotier.....
18	Neam, Seine.....	Institution depart'l de Sourds-Muets.....
19	Oloron, Basses Pyrénées.....	Institute des Sourds-Muets.....
20	Orléans, St. Jean de la Ruelle.....	Institution des Sourds-Muets.....
21	Paris, 254 rue St. Jacques.....	Institution National des Sourds-Muets.....
22	Paris, 82 rue de Longchamps.....	Institution Houdin.....
23	Rochin-Lille, Du Nord.....	Institution des Sourds-Muets et des jeunes Aveugles.....
24	Royat-les-Bains, Puy de Dôme.....	Institution St. Anne.....
25	St. Hippolyte, Gard.....	Institution des Sourds-Muets Protestants.....
26	St. Laurent-du-Pont, Isere.....	Ecole St. Bruno (Chartreuse de Currière).....
44	Additional schools in France which in May, 1887, reported to the French Minister of the Inter	
70		

NOTE.—(1) Director refers specially to the advantage which the system of instruction followed at ti confers upon the deaf.

(2) Up to 1879 "Methode Mimique," since "Methode Orale Pure."

(3) This school admits not only the deaf, but also children defective in speech, and the director call tem of instruction "Mixte (orale et mimique)," and claims that his school is the only one in France v education of the sexes is practised with the best of results—compliments American schools in this dire

(5) This is a strictly State institution for the instruction of deaf girls. Since 1879 the pure oral n followed. Children admitted at the age of six years. Sisters of Charity have charge of the instruction.

(8) The late Inspector General Claveau declared the achievements of this school "plus remarquables 1880 all instruction is given by the pure oral method. A number of instances are cited where the deaf ; this school competed successfully with hearing pupils in competitive examinations.

(9) The institution takes its name from the fact that it was made the beneficiary of a legacy of fr derived from Napoleon I.

(11) This institution in reality consists of two separate and distinct schools under one managemen Elivira Conti, of the Sacred Heart, as Directrice, having charge of the girls (35), and Mr. Eugene Bland boys (75).

(13) Director Capon designates his method of instruction "Orale Mixte," but the printed matter acc ing his report indicates that only oral and written language is used. Pupils at the close of their school placed for two years with artisans to learn some trade. The director is an "Officier d'Academie Franc reate," etc. The school has a special museum comprising some 7,000 objects utilized in teaching pupils

(15) The director is proprietor of the establishment; receives, however, a subsidy from the Depart Rhone and City of Lyons. Gardening, housekeeping, and needlework taught. Very satisfactory res been achieved by aural training.

(17) "Combined system used up to 1880, since then pure oral, of which prospectus says: 'est c rendre plus complètement le Sourd-Muet à la société en lui donnant une connaissance et un usage plu de la langue.'"

(21) During the last four years of the pupils' school period, special attention is given to industria training. Conducts a normal training school for instructors of the deaf and confers diplomas upon sa graduates. The library and museum connected with the institution are both extensive and valua pupils are charged francs 1,400 annually, and upon entry an equipment fee of francs 400. Pupils are between the ages of 9 and 12 years and can remain until 21 years of age.

(22) Claims to be the cradle of the pure oral method in France.

(25) Claims to be the only Protestant institution for the deaf in France. The sexes are kept strictly Both boys and girls are apprenticed to artisans before leaving the institution—the boys learning sho cabinet-making, bookbinding, baking, gardening, etc., and the girls needlework, embroidery, cooking,

(26) Printing, shoemaking, horticulture, etc., taught. Adopted the oral method in 1880.

	GERMANY.	
1	Aachen, Preussen.....	Provinzial Taubstummenanstalt.....
2	Angerburg, Preussen.....	Provinzial Taubstummenanstalt.....
3	Ansbach, Bayern.....	Städte Taubstummenanstalt.....
4	Angsburg, Bayern.....	Kreis Taubstummenanstalt für Knaben.....

f, December, 1895.—Cont'd.

5	6	7	8	9	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total
Number.	Executive Officer.	Character.	Method.	Teachers.			
agrange.....	Elien Lagrange, Dir.....	Pr. I. E.....	O. P.....	4	4	6	22
alien.....	Eug. Braque Sr. St. Prud'e.	Pu. I.....	O. P.....	4	30	4	22
ne.....	Frere Macaire.....	Pu. I.....	Mixte.....	4	12	6	20
naud.....	L'abbé Cas. Grimaud, Dir.....	Pr. I.....	Mixte.....	5			59
plion, Sicard, etc	M. Cave-Esgaris, Dir.....	Pu. I.....	O. P.....	34	120	38	225
L. Gaussens.....	L'abbé Etienne Gaussens.....	Pr. E.....	O. P.....	4	38	11	50
	Sr. Celeste de la Croix.....	Pu. I.....	O. P.....	11			92
de St. Joseph.....	Sr. Octavie de la Croix, Dir.....	Pr. I.....	O. P.....	5	36	2	38
anet Felix.....	Frere Roger, Dir.....	Pr. I.....	O. P.....	4	11	4	26
re de Josselin.....	Marie Cazelle.....	Pr. I.....	O. P.....	10	42		50
hélemy.....	M. Eugène Blanden.....	Pu. I.....	O. P.....	21			110
	M. Sœur Agnès de la Croix.....	Pr. I.....	O. P.....	2	12		12
u Capon.....	Louis Aug. Capon.....	Pr. I. E.....	O. (N).....	2	22	1	24
elle, Legentil.....	Sr. Augustine Louis.....	Pu. I.....	O. P.....	9	30	8	40
bler.....	J. Hugentobler.....	Pr. I.....	O. P.....	8	13	17	70
	Sœurs de St. Charles.....	Pu. I.....	O.....	22	15		127
hayes.....	Fr. Pri. des fr. de St. Gabriel	Pu. I.....	O. P.....	7	17	20	79
de la Seine.....	M. Bagger.....	Pu. I.....	O. P.....	20	95	13	117
ine Larrouy.....	Melle. P. Larrouy, Dir.....	Pr. I. E.....	Mixte.....		18	4	22
yes.....	Fr. Jacq. de Nisibe.....	Pr. I.....	O.....	8	20	6	43
pée.....	M. Debax.....	Pu. I. E.....	O. P.....	50	89		218
Houdin.....	Mm. Auguste Houdin.....	Pr. I. E.....	O. P.....	4	8		12
fres. St. Gabriel.....	Fr. Narcisse.....	Pr. I.....	O. P.....	11	25	20	85
e (fres St. G'b'l).....	Fr. Jovinien.....	Pr. I.....	O. P.....	5	13	7	31
fr. Kilian.....	Hilarian Verdelhau, Dir.....	Pr. I.....	O. P.....	10	40	4	56
Chartreux.....	Fr. Paul de Fr. St. Gabriel	Pr. I.....	O. P.....	11	26	20	53
ethods 2). See note.....				240			2145
				515	726	191	3848

The schools not included in the above table, reported in response to the circular of the Minister of France, dated May 11, 1887, as follows:

e.	Teachers.	Pupils.	Method.	Name	Teachers.	Pupils.	Method.	Name.	Teachers.	Pupils.	Method.
	9	34	O	15. Larnay.....	8	71	O	29. Le Puy.....	2	28	O
	5	37	O	16. Lille.....	7	70	O	30. Rille fougeres.....	9	53	O
	9	46	O	17. Limoges.....	1	5	O	31. Rodez.....	6	42	O
	10	87	O	18. Marseille.....	7	63	O	32. Ronen.....		51	O
	4	30	O	19. Moingt.....	2	20	O	33. Rueil.....	11	117	O
	2	6	O	20. Montpellier.....	5	62	O	34. St. Briene.....	10	89	O
	8	50	O	21. Nogent.....	4	31	O	35. St. Cloude.....	10	59	O
y.....	4	37	O	22. Orleans.....	4	44	O	36. St. Etienne.....	7	68	O
se.....	8	73	O	23. Paris.....	1	11	O	37. St. Etienne.....	7	69	O
t.....	4	47	O	24. Paris.....	1	11	O	38. St. Medard.....	7	69	O
	5	50	O	25. Poitiers.....	7	70	O	39. Toulouse.....	7	85	O
	3	25	O	26. Ponson.....	4	25	O	40. Vesoul.....	4	30	O
	3	21	O	27. Picauville.....	5	36	O	41. Veyre.....	5	42	O
	6	72	O	28. Le Puy.....	4	25	O	42. Vizille.....	4	21	O
	80	615		60	544			89	723		

al of 42 oral schools, having 229 teachers and 1,882 pupils, to which add the following taught by

ls:
T. 2, Pu. 5, old method; Lyon, T. 9, Pu. 64, Bobian; and 194 pupils taught by the Grosselein method,
al taught by other than the oral method of 263 pupils, or a total of 2,145 pupils and 240 teachers
not been reported to the Bureau, and which, if added to those having reported, gives France a total
, 515 teachers, and 3,849 pupils.

sen-u. Klapper...	Willh. Linnartz, Dir.....	O. E.....	La.....	7	30	17	52
itag.....	Wichmann, Dir.....	O. E.....	R. La.....	12	36	44	139
	Breit, Lehrer.....	O. E.....		1		R	4
prung.....	H. Koch, Vorstd.....	O. I.....	R. La.....	4	16	21	40

--In column (12) above read 2265 instead 2145 and 3968 instead 3849. In note after "Vesoul,"
read 50 instead 30, then 843 instead 723, 2002 instead 1882 and 2265 instead 2145, 3968
and 3849

1	2	3
	Location.	Name.
	EUROPE—Cont'd.	
	GERMANY—Cont'd.	
5	Bamberg, Bayern.....	Vereins Taubstummenanstalt.....
6	Bayreuth, Bayern.....	Kreis Taubstummenschule.....
7	Bensheim, Gr. H. Hessen.....	Staats Taubstummenanstalt.....
8	Berlin, Elsassar Str. 86-88.....	K. Taubstummen u. Lehrerbildungsanstalt.....
9	Berlin, O. Markus Str. 49.....	Städt. Taubstummenschule.....
10	Berlin-Weissensee.....	Israelit. Vereins Taubstummenanstalt.....
11	Bonnigheim, Württemberg.....	Königl. Taubstummenanstalt.....
12	Braunschweig, Herzgth. Brg.....	Staats Taubstummenanstalt.....
13	Bremen.....	Vereins Taubstummenanstalt.....
14	Breslau, Schlesien.....	Provinzial Taubstummenanstalt.....
15	Bromberg, Posen.....	Provinzial Taubstummenanstalt.....
16	Bruhl, Rheinprovinz.....	Provinzial Taubstummenanstalt.....
17	Buren, Westfalen.....	Provinzial Taubstummenanstalt.....
18	Camberg, Hessen Nassau.....	Provinzial Taubstummenanstalt.....
19	Coburg, Sachs. Cobg. Gotha.....	Herzogl. Taubstummen u. Lehranstalt.....
20	Danzig, West Preussen.....	Städt. Taubstummenschule.....
21	Detmold, Lippe Detmold.....	Staats Taubstummenschule.....
22	Dillingen, Bayern.....	Privat Taubstummenanstalt.....
23	Dinglingen, Gr. H. Baden.....	Privat Taubstummenanstalt.....
24	Dresden, Chemnitz Str. 2.....	Staats Taubstummenanstalt.....
25	Dresden-Plauen.....	Taubstummen Vorschule.....
26	Elberfeld, Rheinprovinz.....	Evangel. Prov. Taubstummenanstalt.....
27	Emden, Prov. Hannover.....	Ostfriesische Taubstummenanstalt.....
28	Erfurt, Prov. Sachsen.....	Provinzial Taubstummenanstalt.....
29	Essen, Rheinprovinz.....	Provinzial Taubstummenanstalt.....
30	Frankenthal, Rheinfalz.....	Kreis Taubstummenanstalt.....
31	Frankfurt a. M.....	Taubstummen Erziehungsanstalt.....
32	Friedberg, Gr. H. Hessen.....	Staats Taubstummenanstalt.....
33	Friedland, Ost. Preussen.....	Provinzial Taubstummenanstalt.....
34	Furth, Bayern.....	Städt. Taubstummenschule.....
35	Gerlachsheim, Gr. H. Baden.....	Gr. H. Badische Taubstummenanstalt.....
36	Gmund, Württemberg.....	Königl. Taubstummenanstalt.....
37	Gmund, Württemberg.....	Filial Taubstummenanstalt der Barmherz. Schw.
38	Guben, Brandenburg.....	Provinzial Taubstummenschule.....
39	Halberstadt, Prov. Sachsen.....	Provinzial Taubstummenanstalt.....
40	Halle, a. S., Prov. Sachsen.....	Provinzial Taubstummenanstalt.....
41	Hamburg.....	Staats Taubstummenschule.....
42	Heiligenbronn, Württemberg.....	Privat Taubstummenanstalt.....
43	Hildburghausen, Sach. Meiningen.....	Herzogl. Taubstummenanstalt.....
44	Hildesheim, Prov. Hannover.....	Provinzial Taubstummenanstalt.....
45	Hohenwart, Bayern.....	Privat Taubstummenanstalt.....
46	Homburg, Cassel.....	Ständische Taubstummenanstalt.....
47	Isenheim, Ob. Elsass.....	Kathol. Taubstummenanstalt.....
48	Jena, Sachs. Weim. Eisenach.....	Erziehungsanstalt für Schwerhörige u. Ertaubte.....
49	Kempfen, a. R., Rheinprovinz.....	Provinzial Taubstummenanstalt.....
50	Köln, Hosen-gasse 10.....	Vereins Taubstummenschule.....
51	Königsberg, Preussen.....	Provinzial Taubstummenanstalt.....
52	Königsberg, Preussen.....	Lehranstalt für Taubstumme Kinder.....
53	Koslin, Prov. Pommern.....	Provinzial Taubstummenanstalt.....
54	Langenhorst, Westfalen.....	Provinzial Taubstummenanstalt.....
55	Leipzig, Sachsen.....	Staats Taubstummenanstalt.....
56	Liegnitz, Schlesien.....	Provinzial Taubstummenanstalt.....
57	Lubeck, Wahn Str. 53.....	Berend Schrödersche Schule.....
58	Ludwigslust, Gr. H. Meck. Schw.	Staats Taubstummenanstalt.....
59	Marlenburg, W. Preussen.....	Provinzial Taubstummenanstalt.....
60	Meersburg, Baden.....	Gr. H. Taubstummenanstalt.....
61	Metz, Elsass-Lothringen.....	Kaiserl. Taubstummenanstalt.....
62	München, Bayern.....	Königl. Central Taubstummen Inst.....
63	München, Bayern.....	Heilanstalt für Sprach Kranke.....
64	Neuried, Rheinprovinz.....	Provinzial Taubstummenanstalt.....
65	Nürnberg, Württemberg.....	Städt. Taubstummenschulen (4).....
66	Nürtingen, Württemberg.....	Königl. Taubstummenschule.....
67	Osnabrück, Hannover.....	Provinzial Taubstummenanstalt.....
68	Osterburg, Prov. Sachsen.....	Provinzial Taubstummenanstalt.....
69	Petershagen, Westfalen.....	Provinzial Taubstummenanstalt.....
70	Posen, Preussen.....	Provinzial Taubstummenanstalt.....
71	Pottsdam-Nowawes.....	Oberlinhaus.....
72	Ratibor, Schlesien.....	Vereins Taubstummenanstalt.....
73	Regensburg, Bayern.....	Kreis Taubstummenanstalt.....
74	Rossl, O. Preussen.....	Provinzial Taubstummenanstalt.....
75	Rostock, Mecklbg. Schwerin.....	Vereins Taubstummenanstalt.....
76	Schleiz, Reuss, j. L.....	Staats Taubstummenanstalt.....

December, 1895.—Cont'd.

5	6	7	8	9	PUPILS.		
					10	11	12
under.	Executive Officer.	Character.	Method.	Teachers.	Con- genital	S. H. P.	Total
unisch.	Franz Keller, Vorstr.	O. I.	Ls.	4		4	26
	Joh. Mannschedel, Oblr.	O. I.	Ls.	2	9		16
udwig.	Wilh. Hemmes, Dir.	O. E.	Ls.	10	42	42	72
chke	K. Eduard Walther, Dir.	O. I. E.	R. Ls.	21	25	12	76
tram	Karl Berndt, Dir.	O. E.	Ls.	18	62	33	125
	— Reich, Vorst.	Pr. I.		3		R	22
run	Trt. Fr. Streich, Ob. Insp.	O. I.	R. Ls.	7	39	20	59
run	Gust. Schott, Ob. Insp.	O. E.	Ls.	7	13	14	47
s	— Marquart, Vorstr.	Pr. I.		4		R	31
terstgs. Vern.	Bd. Bergmann, Dir.	Pr. I. E.	R. Ls.	31	97	70	233
	— Nordmann, Vorstr.	O. E.		7		R	64
	H. Fieth, Dir.	O. E.	R. Ls.	9	33	23	72
	Ferd. Derigs, Dir.	O. E.	Ls.	7	16	18	61
ütz (Dm.)	Wilh. Wehrhelm, Dir.	O. E.	Ls.	15	44	25	92
gk	A. Schlott, Vorstr.	O. E.	R. Ls.	2	8	5	14
rat.	Bruno Radau, Vorstr.	O. E.	R. Ls.	4	10	7	28
	— Brockschmid, Lehr.	O. E.		1		R	11
Wagner.	— Niedermair, Dir.	Pr. I.		8			45
t-u. Sprenger.	— Schweickhardt, Lehr.	Pr. I.		2		R	12
ncke.	H. G. Stötzer, Dir.	O. I. E.	Ls.	22	97	61	205
Jencke.	H. G. Stötzer, Dir.	O. I.	Ls.	4	16	5	38
r. Reg.	W. Sawallisch, Dir.	O. I.	R. Ls.	7	25	6	52
	Otto Danger, Dir.	O. I.	R. Ls.	4	10	9	24
Loge.	Karl Prüfer.	O. I. E.	Ls.	9	45	16	74
ng.	— Ochs, Dir.	O. E.		6		R	55
	— Kling, Vorst.	O. I.		7		R	55
el.	Joh. Vatter, Ob. Lehr.	O. I.	R. Ls.	6	20	9	33
	— Wodaage, Dir.	O. E.		9		R	36
lag.	Lud. Fenselau, Vorst.	O. E.	Ls.	5	12	10	54
	Peter Fischer, Lehr.	O. E.	Ls.	1	2		4
ederich.	H. Willareth, Vorstr.	O. I.	Ls.	13	31	51	94
pfar. Kratzer.	W. Hirzel, O. Insp.	O. I. E.	Ls.	7		15	52
Schwestern.	Joh. Henne, Insp.	O. I. E.	Ls.	9	36	24	56
	— Hilger, Dir.	O. I. E.		10		R	90
ow.	Wilh. Kell, Dir.	O. I. E.	R. Ls.	8	29	14	80
A. Klotz.	Fried. Köbrich, Dir.	O. E.	Ls.	7	29	21	65
uck u. andr.	H. Süder, Dir.	O. I. E.	Ls.	11	24	37	92
	Hochw. H. A. Stöhe, Vorstr.	Pr. I.		7	15	25	60
feil.	Dr. O. Rückert, Insptr.	O. E.	Ls.	4	10	6	23
	V. Staden, Dir.	O. I. E.		11		R	104
	Schw. Beda, O. Lehrn.	Pr. I.		4		R	46
	Fried. Kessler, Dir.	O. E.	Ls.	15	54	19	101
oltaweller.	— Kexel, Ob. Lehr.	Pr. I.	Ls.	9	12	17	44
ann.	K. Brauckmann, Dir.	Pr. I.	Ls.	1			6
run	H. Kirfel, Dir.	O. E.	Ls.	5	15	5	43
nstein, u. a.	N. Weissweiler, Dir.	Pr. E.	Ls.	13	36	14	77
n.	— Reimer, Dir.	O. E.	R. Ls.	12	30	29	98
Cent. Verein.	H. Scheffler, Dir.	Pr. E.	Ls.	8	20	9	67
	— Ottersdorf, Vorstr.	O. E.		8		R	79
	Mart. Bruss, Dir.	O. E.	R. Ls.	9	23	20	78
	Dr. Eichler, Dir.	O. I. E.		18		R	168
r.	H. Kratz, Dir.	Pr. I.	Ls.	12	26	32	97
r.	— Strakerjahn, O. Lehr.	O. E.	Ls.	2	5	3	6
	— Mulsow, Dir.	O. E.		8		R	75
nd.	C. Hollenweger, Dir.	O. E.	Ls.	12	33	19	120
Friederich.	— Härter, Vorst.	O. I.	Ls.	13	51	47	86
lerung.	Emil Erbrich, Dir.	O. I.	Ls.	8	6	15	48
dorfer.	Max Köller, Insp.	O. I.	R. Ls.	11	65	12	79
	— Gentner, Dir.	Pr.				R	
atsregierung.	Theo. Barth, Dir.	O. E.	R. Ls.	7	27	11	57
trat.	Prof. Dr. Glauning, Insp.	O. E.	R. Ls.	5	7	11	38
	H. Weber, O. Lehr.	O. E.	R. Ls.	5	24	15	40
lerung.	Otto Zeller, Dir.	O. E.	Ls.	10	33	13	70
	— Kühne, Dir.	O. E.		5		R	44
	Herm. Winter, Dir.	O. E.	Ls.	7	11	20	61
run	G. Riemann.	Pr. I.		1			2
	F. Radomski, Dir.	O. I.	Ls.	23	70	35	188
Loge.	Alb. Schwarz, Dir.	Pr. I.	Ls.	31	116	83	297
	Joh. Döring, Vorst.	O. I. E.	Ls.	8	19	15	60
	— Heinick, Dir.	O. E.		10		R	100
Senatoren.	Wilh. Lemke, Lehr.	O. I.	Ls.	2			9
	— Dahlmann, Lehr.	O. E.		5		R	30

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
	EUROPE—Cont'd.		
	GERMANY—Cont'd.		
77	Schleswig, Preussen.....	Provinzial Taubstummenanstalt.....	1770
78	Schlochau, W. Preussen.....	Provinzial Taubstummenanstalt.....	1876
79	Schneidemühl, Posen.....	Provinzial Taubstummenanstalt.....	1877
80	Soest, Westfalen.....	Provinzial Taubstummenanstalt.....	1881
81	Stade, Hannover.....	Provinzial Taubstummenanstalt.....	1887
82	Stettin, Pommern.....	Provinzial Taubstummenanstalt.....	1890
83	Stralsund, Pommern.....	Städte Taubstummenanstalt.....	1897
84	Strassburg-Neudorf, Elsass.....	Evangel. Prot. Taubstummenanstalt.....	1899
85	Strassburg-Rupprechtsau.....	Jacutot Taubstummenanstalt.....	1894
86	Straubing, Bayern.....	Kreis Taubstummenanstalt.....	1896
87	Trier, Rheinprovinz.....	Provinzial Taubstummenanstalt.....	1879
88	Weimar.....	Herzogl. Taubstummen u. Blindenanstalt.....	1858
89	Weissenfels, Prov. Sachsen.....	Provinzial Taubstummenanstalt.....	1899
90	Wildeshausen, Oldenburg.....	Taubstummen Lehr Institut.....	1890
91	Wilhelmsdorf, Württemberg.....	Anstalt für Normal u. Schwachsin Taubstummen.....	1897
92	Winnenden, Württemberg.....	Paulinepflege.....	1893
93	Wriezen, Preussen.....	Wilh. Augusta Stift Taubstummenschule.....	1870
94	Wurzburg, Bayern.....	Kreis Taubstummenanstalt.....	1841
95	Zell, (Eysölden), Bayern.....	Privat Taubstummenanstalt.....	1873
96	Zerbst, Herzogth. Anhalt.....	Herzogl. Taubstummenanstalt.....	1863
97	Zittau, Sachsen.....	Vorschule für Taubstumme.....	

NOTE.—(3) The teacher in charge is instructor in a school for girls, and as teacher of the deaf receives an addition of mks. 450 (\$109) to his salary.

(4) Pupils after attending school for eight years are then apprenticed to some trade for three years, during which period they attend a supplementary course of study at school.

(6) In fact a public day school with boarding facilities for non-residents conducted by an aid society at a fixed amount. The number of pupils is limited to 20.

(8) The Royal Deaf-Mute Institution at Berlin is the only State institution proper in the Kingdom of Prussia. Its object is that of a normal training school for teachers of the deaf; for this purpose the State Minister of Instruction designates annually five or six young teachers, either male or female, to attend the institution for two years and there receive theoretical and practical instruction. Upon concluding the term of training, they undergo, in conformity with the order issued June 27, 1878, relating to teachers of the deaf, an examination, upon which, if successfully passed, they are certified as qualified for appointment as teachers in any of the schools for the deaf in the various Provinces of the State. During this attendance at the training school in Berlin, each one receives annually a state subsidy of marks 1,200 (\$291). The deaf-mute school connected with the institution constitutes primarily a practice school for the teachers. For further particulars see Walther: Die Königliche Taubstummenanstalt zu Berlin, 1888, Verlag von Elwin Stude.

(9) Of eight pupils whose fathers and mothers were deaf, five have deaf brothers or sisters, and 17 pupils are connected with families in which there are several deaf children. There is also a supplementary public night school for deaf-mutes connected with this school where discharged pupils can continue their studies.

(12) This school took its inception as early as 1777, when a deaf pupil taught by the chorister Schweinhagen was confirmed by Pastor Pauly. Later on (1828) the State founded a school and placed the public school teacher Albrecht in charge. Attendance at school from the 7th to the 16th year is obligatory upon the deaf of Braunschweig. Every boy and every girl (unless the latter is provided for at home) is apprenticed to learn a trade upon arriving at the age of 17 years. Non-sectarian.

(13) The leading teachers in this school, as in many others in Germany, are entitled to a fixed increase of salary after every five years' service.

(14) The pupils in this school are annually classified into gifted, medium gifted, least gifted, and taught accordingly in separate classes. Although nearly an equal number of boys and girls attend, no female teachers are employed except in the industrial department.

(16) "The number of deaf-mutes entitled to admission to the schools in the Rhine province is diminishing, owing probably to the improved social conditions which now prevail here among the lower class of the people as compared with those previously existing."

(19) This school also reports a decrease of deaf of school age.

(22) This school also serves as an asylum for deaf girls (67) and aged deaf at Glött (21).

(24) 183 of the pupils are boarders, and 20 are day scholars. An asylum for adult female deaf (23) is connected with this school, as is also the School Annex at Plauen.

(25) This suburban school is a subprimary annex of the main school in the city of Dresden, where young children are taught by kindergarten methods, learn to articulate, and, after an attendance of two or three years, are transferred to the city school proper.

(26) This institution is one of two which owes its present improved condition to an annual subvention of mks. 50,000, voted to commemorate the golden wedding anniversary of Emperor William I and the Empress Augusta. Three of its teachers have successfully taken the examination required to entitle advancement to any vacant directorship of deaf-mute institutions.

(27) Up to 1894 the combined (gemischte) method prevailed; since then the oral; 14 additional pupils are enrolled for admission at Easter.

(29) Although a day school, pupils residing at a distance are supplied gratuitously with dinner.

(34) These pupils are taught in a public school by one of its teachers, exclusive of his regular duty, for

The Deaf, December, 1895.—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Prof. W. Pfingsten.....	Aug Engelke, Dir.....	O. I. E.....	La.....	18	75	62	143
Landrat V. Oven.....	Carl Einert, Dir.....	O. F.....	La.....	13	20	40	136
Provl. Regierung.....	Jul. Hartert, Dir.....	O. I. E.....	La.....	14	44	34	126
Ober Pres. der Prov.....	Geo. Heinrich, Dir.....	O. E.....	La.....	9	21	23	72
	— Schröder, Dir.....	O. E.....		9		R	72
Staats u. Provl. Regierg ..	H. Erdman, Dir.....	O. E.....	La.....	9	37	14	81
Furchau, Kruse u. s. g.....	H. Voss, Ob. Lehr.....	O. I.....	La.....	4	13	7	30
Stadt Verwaltung.....	W. Reuschert, Vorst.....	Pr. I.....	R. La.....	5	18	12	37
Aug. Jacoutot.....	Ch. Jacoutot, Dir.....	Pr. I.....	La.....	6		9	40
Inspektor Lemberger.....	Fr. Schul, Vorst.....	O. I.....	La.....	6	28	20	70
Provl. Landtag.....	W. H. Clippers, Dir.....	O. E.....	La.....	7	42	11	63
	Fr. Langlotz, Dir.....	O. I.....	La.....	8			35
	— Voigt, Dir.....	O. E.....		6		R	68
Herzog Pet. Fr. Ludwig ..	Her. Fr. Tietjen.....	O. E.....	R. La.....	4	19	9	29
	J. Ziegler, Dir.....	Pr. I.....		9		R	74
Städtpfarrer Heim.....	Pf. Faulhaber, Insp.....	Pr. I.....	La.....	5	7	21	32
Prov. Brandenburg.....	Fried. Kauer, Dir.....	O. I. E.....	La.....	15	51	31	128
Domkr. Hummel.....	O. S. Wolff, Vorst.....	O. I.....	La.....	8	48	10	80
Joh. Ev. Wagner.....	Julia. Habet, Vorst.....	Pr. I. E.....	R. La.....	3	15	2	27
Pf. Tettenborn.....	Rob. Zabel, Insp.....	O. E.....	La.....	5	10	5	24
		Pr.....				R	
				803	2012	1418	6278

which he receives extra compensation at the usual rate allowed for extra time (M. 1.20) — 30 cents per hour, amounting in the aggregate to salary addition of mks. 864 per annum — \$209.50.

(40) Of the congenital deaf, two are brother and sister, two are children of deaf parents, and two of married cousins. A new institution building is in progress of erection, and then boarders will also be admitted.

(41) 25 pupils are day scholars, and 67 are boarders.

(42) Obligatory attendance of all deaf upon arriving at school age is enacted in this principality.

(43) Dr. Kessel of the University Ear Clinic is special consulting aurist.

(47) It is asserted that a school for the deaf existed here as early as 1787, and continued for several years.

This school (apart of one class of deaf pupils taught separately) also comprises five classes of children intellectually feeble, who, if they attended the public schools, would retard the progress of their more gifted fellow-pupils and increase the labor of teachers. The number of pupils now attending this department of the school is 14. The deaf commingle with these only during athletic exercises, drawing, and penmanship, and to some extent in industrial training.

(59) A supplemental course of training is open to the pupils of this school, attended at present by eight pupils.

(62) This is also a State Normal training school for teachers of the deaf.

(63) An institution specially devoted to correcting defects of speech, admitting at times also deaf persons.

(65) Comprises three class rooms occupied in the Lauferthor school building and one class room in the Marienstern School building.

(71) A home for defectives, where there are two blind deaf-mutes who receive special instruction from Prof. G. Rieman of the Royal Institution for the Deaf in Berlin, who visits the home twice a week for that purpose. For particulars see "Taubstumm und Blind zugleich," Berlin, Verlag von Weigand u. Triebke.

(72) The pupils of each year are divided into four groups, A, B, C, D. The institution comprises two distinctly separated departments—main and annex buildings. To the first are assigned all new-comers and intellectually feeble (158). The annex is devoted to the gifted children. The school period continues for six years. The boys are taught shoemaking and tailoring in the institution, also fancy sawing.

(77) Pupils are admitted only bi-annually (August), so that previous to the succeeding vacation they shall have acquired some firmness in articulating, and also to better classify them into three divisions according to aptitude—A—gifted, B—medium, C—feeble. All divisions are taught speech, including C. At the expiration of two years the pupils are all permanently reclassified.

(79) This school is intended for German-speaking residents of Posen of both sexes, regardless of belief.

(83) It has recently been decided by the directory to convert this from a boarding into a day school.

(84) Although a private school, the State grants subsidies as high as 400 mks. (\$100) for every child admitted, and also pays the salaries of the headmaster and two assistants.

(88) Obligatory attendance at school is exacted of the deaf in Weimar from the beginning of the 7th year until the close of the 14th or 15th year. Admission bi-annually.

(91) Institution for normally gifted and feeble-minded deaf; also an asylum for aged (44) of the latter.

(92) Institution for normally gifted and feeble-minded deaf; also an asylum for aged (23) of the latter.

(93) 45 pupils are boarders; the balance day scholars. Founded as a memorial of the golden wedding anniversary of Emperor William I and Empress Augusta.

(96) Connected with the school is a home for girls where they can live after leaving school. At present there are 40 inmates, most of whom are engaged in the making of clerical vestments and church service regalia, whilst others are occupied in housework, gardening, etc.

The MICHLEFELD, Oberpfalz-Bavaria Institution, cannot properly be classed as a school, but is rather an asylum for deaf females educated in other institutions who can here find a permanent home, partake of supplementary instruction, and especially perfect themselves in fancy embroideries, such as vestments, church regalia, etc., with which they occupy their time, or render domestic service, etc.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
GREAT BRITAIN.			
ENGLAND.			
1	Bath, Walcott Parade.....	Institution for the Deaf and Dumb and the Blind.....	1843
2	Bexley, Woodvale Kent.....	Private Oral School for the Deaf.....	1868
3	Birmingham, Edgbaston.....	Royal Institute for the Instruction of the Deaf.....	1813
4	Boston Spa, Tadcaster, Yorkshire.....	St. John of Beverly Institution for the Deaf.....	1879
5	Bradford, Carlton St., Yorkshire.....	Board School for the Deaf and Dumb.....	1886
6	Brighton, Sussex.....	Institution for the Instruction of the Deaf.....	1843
7	Bristol, Tyndalls Park, Clifton.....	District Institution for the Deaf and Dumb.....	1841
8	Derby, Friar Gate.....	Midland Institution for the Deaf and Dumb.....	1873
9	Doncaster.....	Yorkshire Institution for the Deaf and Dumb.....	1829
10	Exeter, Devonshire.....	West of England Institution for the Deaf.....	1826
11	Hull, 50 Spring Bank, Yorkshire.....	St. John of Beverly Private School for the Deaf.....	1866
12	Leeds, Woodhouse Lane.....	Leeds Board School for the Deaf.....	1841
13	Leicester, Milton St.....	School Board Class for the Deaf.....	1884
14	Leicester, Elbow Lane.....	School Board Class for the Deaf.....	1886
15	Liverpool, Oxford St.....	Liverpool School for the Deaf and Dumb.....	1825
16	London N., 27 Alexandra Villas.....	London School Board Classes for the Deaf and Dumb (18).....	1874
17	London N.W., Brondesbury.....	Barber's Private School for the Deaf.....	1866
18	London W., Ealing, Castle Bar Hill.....	Training College for Teachers of the Deaf.....	1878
19	London W., 11 Fitzroy Square.....	Training College for Teachers and Day School for the Deaf.....	1879
20	London N.E., Lower Clapton.....	The British Asylum for Deaf and Dumb females.....	1861
21	London W., 115 Walmer Road.....	Jews' Deaf and Dumb Home.....	1865
22	London S.E., Old Kent Road.....	Asylum for the Education of the Deaf and Dumb.....	1792
23	Manchester, Old Trafford.....	Old Trafford Schools for the Deaf and Dumb.....	1822
24	Margate, Kent.....	British Asylum for the Education of the Deaf and Dumb.....	1863
25	Newcastle-on-Tyne.....	Northern Counties Institution for the Deaf and Dumb.....	1838
26	Northampton, East Park Parade.....	Select Oral School for the Deaf.....	1866
27	Nottingham, Clarendon St.....	School Board Classes for the Deaf and Dumb.....	1868
28	Oldham, Lanes.....	School Board Deaf Class.....	1890
29	Preston, Lancashire.....	The Cross Deaf and Dumb School.....	1894
30	Sheffield.....	School Board Classes for the Deaf and Dumb.....	1879
IRELAND.			
31	Belfast.....	Ulster Institution for the Deaf and Dumb and the Blind.....	1831
32	Dublin, Cabra.....	St. Joseph's Institution for the Deaf and Dumb.....	1846
33	Dublin, Cabra.....	St. Mary's Institution for the Deaf and Dumb.....	1846
34	Dublin, Clarendon, Glasnevin.....	National Institution for the Deaf and Dumb.....	1816
SCOTLAND.			
35	Aberdeen, 37 Belmont St.....	Aberdeen Instn. for the Education of the Deaf and Dumb.....	1819
36	Dundee, Dundhope Bank.....	Dundee Institution for the Deaf and Dumb.....	1844
37	Dundee, Euclid Crescent.....	Dundee Oral School for the Deaf.....	1885
38	Edinburg, Henderson Row.....	Edinburg Instn. for the Education of the Deaf and Dumb.....	1810
39	Edinburg, Donaldson.....	Donaldson's Hospital.....	1820
40	Glasgow, Langside.....	Glasgow Deaf and Dumb Institution.....	1819
41	Govan, Copeland Road.....	Oral Day School for the Deaf.....	1896
42	Greenock, Renfrewshire.....	Oral Day School for the Deaf.....	1877
43	Lanark.....	Smyllum Orphanage.....	1871
WALES.			
44	Llandaff, S.W.....	Llandaff Deaf and Dumb School.....	1863
45	Swansea.....	Cambrian Institution for the Deaf and Dumb.....	1847

NOTE.—(2) Special teachers employed for drawing, wood-carving, etc. One pupil is the youngest of 4 born deaf. Parents, cousins. Principal originally (1863) taught semi-deaf by finger-spelling and speech; then tried various methods. Abandoned all except speech and lip-reading after visiting the Northampton, Mass., Institution. "Visible Speech" was successfully applied in the school. After withdrawing from the Ealing Training School as its principal, devotes herself specially to educating select pupils. The majority of them have been children of cousins, some of them having as many as four similarly afflicted in one family. Strongly condemns the intermarriage of relatives.

(5) Two sisters and one brother and sister in this class congenitally deaf.

(7) There are two instances of 4 deaf and dumb children in family, parents not deaf; four instances of 3 deaf children in family, parents not deaf; seven instances of 2 deaf children in family, parents not deaf, and one instance of 4 deaf children in family having deaf parents. Besides the parents, the paternal grandfather, uncle, 5 aunts, and 4 cousins are deaf. In one of the instances of 3 in family, the parents were cousins; in one of the instances of 2 in family, the parents were uncle and niece.

(9) "There are several pupils who do not speak very intelligently, but who learn to read the lips very well and take their lessons orally; hence, with the exception of some 15 incapables who are under a special and very capable teacher, all are taught orally. No signs are allowed in the school-room. Various industries are taught, and a teacher with four assistants has special charge of kindergarten work. There are several brothers and sis-

Deaf, December, 1895—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
E. Hull.....	Miss — Harrison, Matr.	Pr. B.	M.	2			*15
	Miss Susan E. Hull, Hm.	Pr. B.	P. O.	1	1	1	3
	Edwd. Townsend, Hm.		M. C.	11			*125
	Rev. E. W. Dawson, Hm.		O.	18			*161
ord School Board.....	Helena Balmforth, Ht.	Pu. D.	P. O.		17	1	32
leight and others.....	Wm. Sleight, Hm.	Pu. B.	C.	8			65
y and others.....	Wm. B. Smith, Hm.	Pu. B.	M.	4	39	18	51
R. Roe.....	W. R. Roe, Hm.	Pu. B.	O.	10	62	10	82
V. C. Fenton.....	James Howard, Hm.	Pu. B.	(n) O.	15	102	15	129
uckfield.....	Benj. P. Jones, Hm.	Pu. B.	O.	8		22	54
McCandlish.....	Mrs. McCandlish, Hm.	Pr.	O.	1	2	2	4
School Board.....	Edw. A. Kirk, Hm.	Pu. D.	M. O.	10	15	6	60
ter School Board.....	Miss L. H. Whistler, T.	Pu. D.	P. O.	1			*10
ter School Board.....	Miss A. A. Freer, T.	Pu. D.	P. O.	1			*13
n Comer.....	Gilson Coward, Hm.	Pu. B. D.	O. (n)	12	76	14	140
n School Board.....	Dr. Wm. Stainer, Supt.	Pu. D.	{ 50 O. Cl. 28 M. Cl. }	52			518
Barber.....	Jno. Barber, Prin.	Pr. B. D.	O.	2	7	1	8
John Ackers.....	Eveline J. Kinsey, Supt.	Pr. B. D.	P. O.	4	9	7	{ n11 14
ses de Rothschild & o.	William Van Praagh, Dir.	Pu. D.	P. O.	14	29	8	48
olent Lady.....	Humphrey Broom, Hm.	Pr. B.	C.	6	13	3	31
ses de Rothschild.....	Simeon Kutner, Hm.	Pu. B. D.	O.	4	7	2	37
Townsend & Mason.....	R. Elliott, L. H. D., Hm.	Pu. B.	O.	7	64		77
	W. S. Bessant, Hm.	Pu.	O. M.	22			*196
School, Old Kent Rd.	R. Elliott, L. H. D., Hm.	Pu. B.	{ 50 O. Cl. M. 73. }	25		86	303
	Andrew Wright, Hm.	Pu.	C.				*124
hos, Arnold.....	H. N. Dixon, Hm.	Pr. B.	P. O.	2	3	5	8
gham School Board.....	Chas. H. Green, Hm.	Pu. D.	C.	3	26		29
n School Board.....	Fr. G. Barnes, Hm.	Pu. D.	O.	3	11	5	29
lary Cross.....	Jno. Geo. Shaw, Hm.	Pu. B.	{ O. 5 Cl. M. 2 Cl. }	7	31	4	66
	G. Stephenson.	Pu. D.	O.	1			*34
Aid Soc. to the Deaf.	Rev. J. Kingham, Prin.	C.	C.	8			125
	P. L. Maher, Dir.	Pu. B.	M.	18	154	9	208
	Danl. O'Brien, Sectry.	Pu. B.	C.				*215
as. E. H. Orpen.....	George Taylor, Prin.	Pu. B.	O.	3	26	8	31
is of Aberdeen.....	Alex. Pender, Hm.	Pu. B. D.	C.	2	7	6	28
Drysdale.....	James Barland.	Pu. B.	C.	1	13		20
	Ellen Crossweller, Hm.	Pu. D.	O.	2			23
raidwood.....	Edwd. A. Illingworth, Prin.	Pu. B.	C.	7	52	2	68
onaldson.....	Alfred Large, Hm.	Pu. B.	All (n)	9	68	12	115
Muir and others.....	Wm. H. Addison, Hm.	Pu. B.	C.	14			161
Parish School Board.	Helen MacNeill, Prin.	Pu. D.	O.	3	2	2	14
orthwick.....	Lizzie M. Fisher, Hm.	Pu. D.	P. O.	5			26
	Sr. Teresa Tarrell.		C.				24
der Melville.....	Mrs. Alex. Melville, Supt.	Pr. B.		5			31
	B. H. Payne, Prin.			5			*52
				336	836	249	3625

he school, in all 35, coming from 4 families who have each 4 deaf children; 10 families who have each 3 children; 10 families who have each 2 deaf children, and 94 families who have each 1 deaf child."

"Believing, as I do, that the education of the deaf should conform as much as possible to that of hearing, I hold that the oral system adapts itself as the more suitable to the majority of the deaf. While thus using oralism, I believe that due prominence should be given to the sign system in the case of those children have proved themselves incapable of benefiting by the other. * * * I prefer fully trained elementary, with an additional special training for this work."

This school, it would seem, is the successor of the late Hull, East Yorkshire and Lincolnshire Institution for the Deaf, the premises and appliances of the same having been turned over by the committee in charge to Candlish, who named the school in honor of the first teacher of the deaf upon record, St. John of Beverly, of the Anglican Church in the seventh century.

Pending the erection of a new institution with facilities for boarding children, all pupils are day scholars, meanwhile being boarded out around Leeds by the local school authorities. Children who fail to make any progress by oral method are removed to silent classes and taught by writing and the manual alphabet. Originally a day school; has now 41 day and 99 boarding pupils. Day pupils provided with free dinner, largely dependent upon voluntary contributions. Upon admission, each child is put into an oral class and at least 12 months; if then not found satisfactory, it is transferred to a silent class and taught by means

Statement of Schools for

of writing and finger-spelling. Signs are only used as a means of conveying information or for explaining lessons. All children mix in the playground and hence the orally taught children are quite familiar with signs. Of the 12 classes, 8 are taught orally and 4 on the silent system, principally finger-spelling. Various industries taught. Subject to government inspection. Kindergarten classes exist.

(16) "In connection with these day schools there are homes founded by Rev. W. Stainer accommodating about 280 children in 9 houses. They are supported partly by payments for the children and partly by voluntary contributions. A prominent feature of the homes is the workshops where the boys are taught all kinds of woodwork, iron, zinc, and copper work, modelling, wood-carving, tailoring, shoemaking, etc., and a special kitchen is established for teaching cookery and laundry work to girls. These occupations are only carried on out of school hours so as not to interfere with the ordinary branches of school instruction. No special teachers for the deaf are employed for this purpose, but about a hundred pupils attend centres for manual work with 6 hearing children. The London School Board has established eighteen centres for day schools for the deaf, which comprise 50 classes taught by the oral method and 2 by the sign manual." Additional remarks noted by different teachers of London School Board classes:—"Four pupils who have little hearing power, have not sufficient hearing to make it of any practical value, but it enhances the beauty of their voice and prevents the monotonous sound so peculiar to congenital deaf mutes." "All pupils between the ages of 5 and 7 are taught kindergarten and between 7 and 11 some suitable occupation 4 hours each week; these include paper and cardboard modelling, color work, modelling in clay, and occupations leading up to industrial or manual pursuits; and finally, all over 11 years are taught (a, boys) woodwork, modelling in clay, (b, girls) laundry, cooking, needlework, etc., etc." "M. Inspector Mrs. Thurston Holland reports, 1895: The teaching is remarkably good and thorough. The knowledge in the first division is very good. Arithmetic is good and of practical use to the children."

(18) "A training college for teachers of the deaf, as well as a practice school for deaf children. We have at present in our college 10 teachers and one student. The training college teaching staff consists of the superintendent, the mistress of the school, with the addition of Dr. Hill, late demonstrator of anatomy of St. Mary's Hospital, London. Our school is now under government inspection."

(19) "The objects of the association are, (I) to establish in every English-speaking country the pure oral instruction of the deaf and so-called dumb by lip-reading and articulate speech to the rigid exclusion of the finger alphabet and all artificial signs; (II) to train qualified teachers, both men and women, by this system for public and private work; (III) to maintain a normal practice school for the instruction of deaf children of all classes and denominations."

(20) "The only institution in the United Kingdom which admits deaf and dumb after the age of ten years. Its objects are (I) to educate as far as possible ignorant deaf and dumb females; (II) to keep up and increase the knowledge of those who have left other institutions, and to teach them domestic duties and plain needlework, so as to enable them to earn an independent livelihood; (III) to provide a home for the friendless and destitute who from age or infirmity are unable to support themselves. At present the youngest inmate is 11 years of age, and are under 20, and the oldest is 81 years of age."

(21) Boys do gardening and girls do house and needlework. No trades taught. Visiting teachers for drawing and woodwork. A number of applicants are awaiting admission, but cannot be received until certain proposed extensions are carried out.

(22) "Children elected by the votes of subscribers; board, lodging, education, except in a very few cases, free. This is now the preparatory school of the institution at Margate. The children are entered here and remain for 1½ years, when they are transferred."

(24) "In 1862 a temporary branch to accommodate about 50 pupils and so relieve the then crowded parent institution on the Old Kent Road was opened in Margate, which is 74 miles from London. In 1875 a permanent building to accommodate 150 children was built; this was added to, to the extent of an additional accommodation for 100 more pupils in 1880, and a further addition was made to accommodate another 100 in 1886. Of the children, 230 are taught by the oral method and 73 by the manual method." Terms of admission the same as at the parent institution" (No. 22.)

(26) "A strictly select private school. No signs or manual alphabet employed; only natural gestures to

f, December, 1895—Cont'd.

not permitted for new pupils to express their needs before the acquisition of the corresponding words. It is prohibited (though discouraged) in the playground, and are used by the younger pupils as a sup-speech."

Senior boys and girls attend once a week the school board's technical class, receiving the same instruction as the ordinary children, but taught separately. Expenses of the school defrayed by the Oldham School Board and 5 guineas per head, Government assistance is compulsory and compares favorably with that of hearing children. In some cases the tram fares for children. Kindergarten and manual occupations taught, 15 a dozen children have been put in the manual department because they were upwards of eleven when they came to school. Legal school age is from 7 to 16 years. Upon payment by parents or friends, 1 remain longer. Industrial occupations taught by a regular staff of instructors. Five classes are held orally and two by the manual method.

3 Claremont Institution for the Deaf and Dumb, situated 2½ miles from the city of Dublin, was 1816 by Dr. CHAS. E. H. ORPEN. This gentleman delivered a course of lectures at the Rotunda, Dublin, illustrating the principles of instructing the deaf by exhibiting the attainments of a child he had instructed. The novelty of the spectacle excited so much interest on behalf of this hitherto unbeset that a subscription list was opened and the scheme of a school for their education was soon formed. Undertook the office of directing the general business of the school. Considerable difficulty was at first met in securing trained teachers. This was finally overcome. The attendance, however, has increased since opening of the Roman Catholic Institution at Cabra, and of the Presbyterian Institution at Ulster. It is under the exclusive management of members of the Church of Ireland. Its institution is in a state of transition, being transferred into the hands of the local school board. Instruction in technical work is given. Swimming is taught and a gymnastic instructor comes twice a

115 families, 1 family has 5 deaf children, 5 families have each 4 deaf children, 12 families have each 3 deaf children, 10 families have each 2 deaf children, and 87 families have each 1 deaf child. Of these there are 5 in both parents deaf, 1 family having deaf father and aunt, 2 families having deaf aunts, 1 family having deaf brothers, 1 family having a deaf cousin, and 1 family having 2 deaf cousins.

For the greater part of the school day the education is carried on by the manual and sign methods, and the rest by the oral method, with the exception of 15 pupils who have no aptitude for oral instruction or are not intelligent. The semi-mutes and those who have acquired a fair command of language while in the day school are transferred to the oral school-room, where they are taught entirely by the oral system. The deaf are now altogether dispensed with, and it is found that their acquisition of language facilitates their oral expression. At present 100 hearing children are associated with the deaf during play hours. Children must leave the school on attaining their fourteenth year, but the deaf can remain one year longer to extend their education and receive technical training, which embraces joinery, carpentry, bookbinding, cookery, dressmaking, laundry work, etc., according to sex."

A new feature of this school is the combined drill the boys have with a company of hearing boys, the officers complimenting them for their work. Cookery, needlework, and laundry work are taught. 16 pupils are expert machinists. An aural surgeon in regular attendance."

In addition to the ordinary class subjects, clay modelling, drawing, painting, drill, and all kinds of exercises are given."

The first public day school in Scotland. The first teacher was Professor Graham Bell, who assisted in founding the school, and remained until a thoroughly qualified teacher of the deaf by the pure method could be got. It also trains young ladies to become teachers of the deaf. School boards of small parishes, rather than incur the expense of a school of their own for the few children in their jurisdiction to Greenock to attend this school, and pay their board in families approved of by the headmistress. Children are encouraged to associate with the hearing as much as possible. The school is conducted at the Glebe School, one of the large elementary schools under the Greenock school board."

Statement of Schools for

1	2	3	4
	Location.	Name.	Date when founded or opened.
	EUROPE—Cont'd.		
	ITALY.		
1	Acireale	Sezione delle Sordomute nel Collegio di S. Rosalia	1867
2	Allessandria, via Cesare Ferrufini 4	Istituto per Sordomuti	1868
3	Assisi	Convitto dei Sordomuti e ciechi	1871
4	Bari	Pia Casa per le Sordomute	1888
5	Bergamo, via Pignola 54	Istituto Sordomuti d' ambo i Sessi	1844
6	Bologna	Istituto per le Sordomute	1845
7	Bologna, via Nassadella 47-51	Istituto Gualandi per Sordomuti	1863
8	Brescia	Pio Istituto Pavoni (Sez. Sordomuti)	1890
9	Cagliari, Sardegna	Istituto Canoniano per le Sordomute	1863
10	Casoria	Istituto Convitto per Sordomuti	1863
11	Catania	Pia Casa delle Sordomute	1860
12	Catanzaro	Scuole per Sordomuti	1868
13	Chiaivari, via Grimaldi	Istituto provinciale per Sordomuti	1860
14	Como	Pio Istituto Assarotti per Sordomuti	1873
15	Como, No. 104 Borgovico	Pio Istituto per le Sordomute	1863
16	Crema	Pio Istituto per Sordomuti	1895
17	Cremona, via Ruggero Manna 24	Convitto delle Sordomute	1840
18	Firenze	Istituto delle Sordomute	1847
19	Firenze	Istituto per Sordomuti e Sordomute	1896
20	Firenze	Istituto dei Sordomuti	1867
21	Genova	Regio Istituto dei Sordomuti	1891
22	Genova-Marassi	Cantabernio D' Albertis per le Sordomute	1890
23	Lecce	Pia Casa delle Sordomute	1895
24	Lodi	Istituto per Sordomuti in S. Gualtiero Vecchio	1860
25	Milano, via San Vincenzo 7	Ro. Istituto per Sordomuti	1895
26	Milano, { via Galvani No. 2 via Chiusa No. 9 }	Pio Istituto Sordomuti Poveri di Campa	1895
27	Modena, Corso Cavour 17	Istituto figlie delle Provvidenza per S. M.	1833
28	Modena	Educatore del Sordomuti	1845
29	Molfetta, Prov. di Bari	Istituto Apicella per Sordomuti	1847
30	Molfetta	Pio Istituto dei Sordomuti	1894
31	Napoli, Albergo dei Poveri	Regio Istituto Sordomuti	1799
32	Napoli	Pia Casa arcivescovile per Sordomuti	1895
33	Oneglia	R. Istituto per Sordomuti	1863
34	Palermo	R. Istituto per Sordomuti d' ambo i Sessi	1884
35	Pavia, Corso Garibaldi 62	Pio Istituto dei Sordomuti	1899
36	Piacenza, via Borghetto 11	Istituto per Sordomuti casa di S. Giuseppe	1894
37	Roma, via Nomentana	Ro. Istituto per Sordomuti	1845
38	Roma	Piccola Missione ai Sordomuti abbandonati	1895
39	Roma	Asilo per piccoli Sordomuti	1899
40	San Severo	Scuola Esterna per Sordomuti	1895
41	Sassari	R. Orfanotrofo Sez. per le Sordomute	1871
42	Siena, via Pendola 30	Regio Istituto Pendola per Sordomuti	1896
43	Torino	R. Istituto per Sordomuti d' ambo i Sessi	1896
44	Torino	Asilo per piccoli Sordomuti a. l' Educatore	1899
45	Torino	Asilo per piccoli Sordomuti a. R. Istituto	1899
46	Torino	Educatore per le Sordomute povere	1861
47	Trapani, via S. Pietro (Sicilia)	Scuola Fr. De Grazio Grasso per S. M.	1894
48	Venezia	Istituto delle Sordomute in S. Alvise	1840
49	Venezia	Sezione dei Sordomuti nell' Orfanotrofo	1861
50	Verona	Istituto Provolo p. Educaza. dei S. M.	1899
51	Vicenza, via S. Domenico	Collegio Parina casa centrale	1849

NOTE.—(21) Owing its origin to a decree of Napoleon I, issued in 1805, establishing it in one of the buildings of a suppressed religious order; in the year 1812 it was converted by H. P. Assarotti into the first boarding school for the deaf in Italy, but at present also admits day pupils.

(25) There is connected with it a Normal Department for the training of teachers, claimed to be the only one in Italy where in a two years' course teachers for the deaf can obtain requisite training. Up to 1895 it has graduated 35 certificated teachers.

(26) Comprises a male and a female department located in different localities, and is specially intended for the poor of Milan and vicinity. The boys' department comprises twelve classes and the girls' department has nine classes. It receives a subsidy from the Municipality of L. 20,000 (\$4,000).

(31) Was founded in 1784—located in the building of the Collegio del Salvatore, adjoining the Royal Univer-

LUXEMBURG.			
1	Luxemburg, Arsenal strasse	Gr. H. Taubstummen Institut	1860

NOTE.—(1) Public day school, yet with the exception of three pupils who reside with their parents the re-

caf, December, 1895.—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
nor Gennardi.....						F	9
av. F. Sbrocca.....	D. Federico Sbrocca, Dir..	Pr. Q.....	O.....	11	14	F	46
ivico da Casoria.....						F	17
						F	9
	D. Allesandro Ballo.....	Pr.....	O. P.....	13	12	F	63
Buffetti.....						F	49
Cesare.....	D. Gul. Gualandi, Dir....	Pr. Pe. Q.....	Mixte.....	16	46	F	61
Pavoni.....						F	28
G. Fan. Canossiana.....						F	23
plo di Cagliari.....	S. Ant. I. Argiolas, Dir....	Pu. Pe. Q.....	O. P.....	11	38	F	50
igi Ajello.....						F	53
Pizzarelli.....						F	29
ia e Comune.....						F	21
at Assarotti.....	Prof. Natale Landi, Dir....	Pu. Pe. Q.....	O.....	7	10	F	30
ab. S. Balestra.....						F	35
nt. Sala.....	Prof. Antoni Sala, Dir....	Pr. Pe.....	O. P.....	8		F	26
ella Carita.....						F	16
anossiana.....	Figlie d. Cor. Canossiana.....	Pr. Pe.....	O.....	2	1	F	15
Gualandi.....						F	23
Educaze. e Patrono.....						F	14
v. Assarotti.....	Cav. D. Gia. Panario, Dir....	Pr. Pe. Q.....	O.....	11	30	F	70
' Albertis.....	Sr. Giuseppe Gozo, Supr....	Pr. Pe. Q.....	O.....	8	25	F	56
Apicella, e P. S.....						F	31
olo Locabelli.....						F	70
Heyraud.....	Prof. P. Fornari, Dir....	Pu. Pe. Q.....	O. P.....	13			55
averno e. Com....	Sac. Luigi Casanova } Dirs.	Pr. Pe. Q.....	O. P.....	30		25	171
ourano.....	Mad. Guli. Calcater'a } C. Virginie Lugysi, Dir....	Pr. Q.....	Fon. puro.	17	33	F	72
Pellegrini.....						F	19
Apicella.....	S. Mich. Azzolini, Dir....	Pr. Q.....	Tutto.....	11	3	F	68
Ajello e Apicella.....						F	52
nd I. Re de Nap.....	Prof. Ernesto Scuri, Dir....	Pu. Pe. Q.....	O. P.....	21	34	F	115
Ajello.....						F	40
e Negri.....						F	27
ndo II.....						F	54
Gaudine.....	Prof. S. Navasconi, Dir....	Pe. Q.....	O.....	9	35	F	54
a Crini.....	Sr. A. Cand. Quadran, Dir....	Q.....	O. P.....	3		F	15
gregorio XVI.....	Luigi Procidia, Dir....	Pu. Q.....	O. P.....	16		F	103
Gualandi.....						F	18
io e Conte Campello.....						F	24
io.....						F	7
De Angioy.....						F	12
so Pendola.....	Vittorio Banchi, Dir....	Pu. Pe. Q.....	O. P.....	18	53	F	87
co e C. Alberto.....						F	82
Prinotti.....						F	28
Lazzeri.....						F	33
Prinotti.....						F	50
Grasso.....	Prof. F. De G. Grasso, Dir....	Pr. Q.....	O. P.....	1	4	F	9
te Bianchini.....						F	18
Imperiale.....						F	15
Provolo.....	S. Giulio Maria Giori, Dir....	Pu. Pe.....	O.....	13	2	F	48
Farina.....	G. M. Viviani, Dir....	Pu. Pe.....	O. P.....	3	14	F	18
				242	354	197	2138

1819, when it was transferred to the Albergo dei Poveri. The Municipality of the Province in consideration of the periodical at the institution entitled: *Rassegna di Pedagogia E. Igiene per l'educazione della la profilassi dei Sordomutismi*.

This school has received medals and other recognitions at divers expositions. Its patrimony exceeded in sum of L. 417,340.38 (\$80,000).

This school for deaf-mutes in Rome, the first in Italy, was founded by Avo. Consistoriale Pasquale di Drett. Ab. Tommaso Silvestri, who had been in Paris with the Abbe De L'Epée. The deaf were taught

After Silvestri's death (1789), the school underwent divers vicissitudes, and for a time was suspended e Gregorio XVI revived it again in 1841 as a public day school.

te.....	Joh Kimmes, Vorst.....	O. E.....	R. L.....	3	16	4	23
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of the scholars board and lodge in an asylum kept by sisters of charity.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
NETHERLANDS.			
1	Groningen.....	Instituut voor Doofstommen.....	1790
2	Rotterdam.....	Inrichting voor Doofstommen-onderwijs.....	1853
3	St. Michels, Gestel by's Bonh.....	Instituut voor Doofstommen.....	1840

NOTE.—(2) The children not residents of Rotterdam are boarded out in families, not exceeding three in a family, under supervision of the school. The school trains its own teachers, who are subjected to examinations for 1st and 2d grade. Domestic industries are taught in the girls' department. The boys, during the last two years, are put with private artisans in the city, such as shoemakers, tailors, cabinetmakers. Religious instruction is imparted by the teachers of the school according to the respective beliefs of the pupils, supervised by clergy.

NORWAY.			
1	Hamar.....	Hamar skole for döve.....	1889
2	Kristiania, Vibesgade 7.....	Balchens skole for döve.....	1848
3	Kristiania, Ublevaltw. 33 Höien.....	Fru Rosings Taleskole for döve.....	1881
4	Trondhjem.....	Det offentlige döfstummeninstitut.....	1827
5	Trondhjem.....	Lyngs döfstummskole.....	1883

NOTE.—(1) See note (4). It was at this school that the blind deaf-mute Ragnhild Kaata was educated. The method followed is "Speech aided by natural gestures."

(2) Here, too, children remain from two to three years boarders of the school, and thereafter become day pupils or are boarded out in families.

(3) "The school at Christianssand was suspended in the year 1893; that at Bergen in 1895; the pupils being transferred to schools at Christiania and Trondhjem."

(4) "The organization of the Norway Deaf-Mute School System, dating only from the year 1892, is not yet fully completed. Its basis is the division of the country into two admission districts. First, Southern and Eastern Norway; and, second, Northern and Western Norway. In each of these districts, respectively, in Kris-

PORTUGAL.			
1	Lisboa.....	Instituto Municipal de Sordosmudos.....	.....
2	Lisboa, Bemfica 15 Pocode Chão.....	Instituto Para Sordosmudos.....	1890
3	Porto, Rundo S. Isabel.....	Instituto de S. M. Aranzo Porto.....	1893

ROUMANIA.			
1	Focsani, Dep. de Putua.....	Le Fra. Elizabeth Inst. de Sourds-Muets et Orph.....	1866

NOTE.—Owing to the fact that this is also an orphanage, the number of deaf children admitted is limited.

RUSSIA.			
1	Abo, Finland.....	Landinstitut för Döfstumma.....	1860
2	Abo, Finland.....	Landschule för Döfstumma.....	1892
3	Borga, Finland.....	Taubstummschule.....	1846
4	Fennern, Livland.....	Taubstummenanstalt Gotthardt.....	1896
5	Jacobstad, Finland.....	Döfstumskolan.....	1863
6	Jyväskylä, Finland.....	Taubstummenanstalt.....	1894
7	Knopla, Finland.....	Taubstummschule.....	1863
8	Mitau, Kurland.....	Hephata Taubstummenanstalt.....	1870
9	Riga, Livland Mühlen str. 29.....	Taubstummenanstalt.....	1840
10	St. Michel, Finland.....	Taubstummenanstalt.....	1896
11	Varsovia, Pl. St. Alexandre 4-6.....	L' institut des Sourds-muets.....	1817
12	Wolmar, Livland.....	Lettische Taubstummenanstalt.....	1875

NOTE.—(1 and 2) Pending reorganization, two schools are conducted, called the Institute, where writing, manual alphabet, and also signs are used; whereas in the section called the School, speech alone is used in instruction. The Institute is to be suspended in 1898.

(3) Until 1892 a writing and sign school; then changed to the oral method, using the Swedish language, retaining up to the present two writing-sign classes, but which will be suspended in 1896. Of the 258 pupils taught here thus far, 147 were educated in the Finnish language and 111 in the Swedish. All pupils board at the school the first two years and thereafter are boarded out in families. Pupils pay according to ability. Certain industries are taught.

leaf, December, 1895.—Cont'd.

5	6	7	8	9	PUPILS.		
Founder.	Executive Officer.	Character.	Method.	Teachers.	10 Con- genital	11 S. H. P.	12 Total.
Dan. Guyot.....	Dr H. Reuljl, Dir.....	Pr. B.....	O.....	25	111	38	174
Committee.....	I. C. Bidders, Dir.....	Pr. D.....	O.....	20	88	54	148
p Dubbeldg & others.	C. J. A. Ferwendt, Dir	Pr. B.....	.....	13	86	15	142
				58	285	107	464

the various denominations.

"This school in reality was founded at Gemert in 1828 by G. Zeerleder, where Martinus van Beck, Rector of the Latin School, taught with good results until 1840, when it was reorganized. Considerable attention is given to industrial training."

H. Hofgard.....	Elias Hofgard, Vorst.....	O. I.....	L.....(n)	8	22	10	38
Balchen.....	F. A. Fjörft, Vorst.....	O. I. E.....	R. L.....	10	23	29	60
Edwig Rosing.....	E. Zissler, Dir.....	Pu. I. E.....	R. L.....	13	35	32	79
E. Möller.....	H. F. Finch, Vorst.....	Pu. I. E.....	L.....	8	25	23	70
J. Lyng.....	J. Lyng.....	Pu. I. E.....	L.....	5	25	.....	57
				44	130	94	304

and Trondhjem, all pupils admitted, after one year's attendance, are assigned to one of four classes: (A) usually bright, (B) intellectually medium, (C and D) intellectually dull. Those of Class A remain in the school where admitted, which contains three articulation classes of seven ascending grades. Those of Class B are transferred to another school in the same city, having a headmaster, under the authority of the superintendent of the school where originally admitted. The pupils of Classes C and D, of both schools of admission, are assigned to the school at Hamar. The pupils of Classes A and B, after an attendance of three and five years, respectively, at their boarding schools, are relegated to the externat; that is, they are put out to board in families and attend school the same as day scholars, whereas the pupils of C and D usually remain internats during the first year of their school term. The oral method is employed in all of the schools."

Fusillier.....	Anicet Fusillier, Dir.....	Pr.....	O. P.....	.....	.....	.....	.....
Andr�gnes d Aranje...	Joaq. Jos� d Trinidad, Dir.	Pu. I. E.....	O. P.....	6	17		29

Thas. Davila.....	Nicolas Tonescu, Dir.....	Pu. I.....	O. M.....	3	10	19	40
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.....	Adolf E. Nordman, Vorst..	O. E.....	Mixed.....	13	29	24	91
.....	Adolf E. Nordman, Vorst..	O. I. E.....		5	13	15	48
skar Malon.....	A. Sivari Savolainoa, Vorst.	O. I. E.....	.....	9	11	5	35
Sokolowsky Pfr.....	A. C. v. H�rschelmann, Dir.	Pr. I.....	R. Ls.....	8	.....	18	50
Heikel Pfr.....	Anna Heikel, Vorst.....	O. I.....	Sign.....	8	7	3	27
dische Staat.....	Ernst Juoma, Vorst.....	O. E.....	C.....	8	12	3	60
.....	Kust. Killinen, Vorst.....	O. I. E.....	R. Ls.....	10	31	20	92
ynode.....	G. Migge, Dir.....	O. I. E.....	.....	10	9	5	70
akt, B�rgervbg.....	Edw. Inselberg, Vorst.....	Pr. I. E.....	.....	7	17	21	54
dische Staat.....	Ossian Wichmann, Vorst.....	O. I. E.....	Al.....	7	7	1	33
Falkowski.....	Ath. Blagoweszazenski, Dir.	Pu. I. E.....	C.....	40	.....	.....	201
Em. Mellin.....	Phil. Schwede, Vorst.....	Pr. I.....	Ls.....	4	4	6	36
				129	140	121	797

State school. Teachers receive upon entry, men, mks. 2,500, and women, mks. 1,900, with an increase of salary upon every five years of service rendered.

Heretofore five classes were taught in the Livlandish language and three classes in the German language. These are hereafter to form separate schools, taught respectively in German and in Livlandish.

Supported by a society of citizens organized for public enlightenment. Some pay pupils; the majority are exempt free of charge.

Further statistics and report in prospect.

This school is shortly to be turned over to the Livlandish D. M. Educational Association. Industries include horticulture, including gardening.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
SERVIA.			

NOTE.—According to advices received from the Department of Public Instruction of Servia, the project of

SPAIN.			
1	Burgos, Calle de Madrid.....	Collegio de Sordo Mudos y Ciegos	1825
2	Zaragoza, Aragon.....	Collegio de Sordo Mudos y Ciegos.....	1875

NOTE.—(1) It is not stated in the report of the director whether the total of pupils given also includes the blind. As to method, the report states "intellectual, industrial, and artistic."

SWEDEN.			
1	Falun.....	Sjette döfstumundervisnings dist. Skola	1875
2	Gumpetan, Kil.....	Zemte distriktets döfstumskola	1874
3	Hermosand.....	Sjunde Distriktets Döfstumskola	1889
4	Karlskrona.....	Döfstumskolan	1858
5	Lund.....	Sprechschule des III Taubstummschulbezirkes	1867
6	Manilla, bei Stockholm.....	Allmänna institut för döfstume.....	1809
7	Orebro.....	Orebro och Wärm lands läus döfstumskola.....	1875
8	Waxjö.....	Andra Distriktets döfstumskola	1891
9	Wodstena, am Wetter See.....	Läwanstatten i Wodstena för Döfstumma	1878

NOTE.—(1) "This is one of the schools to which only pupils found qualified after a two-years' trial to be taught orally are sent from the school at Ballnos, where they first entered."

(6) "In the beginning, instruction was given by the French method. During the past thirty years the so-called German method has been introduced. Since enactment of the compulsory school law, May 31, 1889, the German method ranks first in the instruction of the deaf of Sweden, as all of the deaf must first be tested by this method. Those who cannot be satisfactorily instructed by this method are taught by means of writing and the manual alphabet, and only feeble-minded deaf are principally instructed by means of gestures. Three methods are therefore employed. The educational aim of the two first-named methods is the same. In this school 55 per cent. are instructed by the pure oral method, 35.5 per cent. by writing and manual alphabet, and 9.5 per cent. mainly by gestures. According to the educational system for the deaf established in Sweden, the

SWITZERLAND.			
1	Aarau, Kanton Aargau.....	Vereins Taubstummenanstalt	1836
2	Baden, Kant. Aargau.....	Taubstummenanstalt Liebenfels.....	1850
3	Bern Stadt, Aüsere Enge.....	Taubstummenanstalt Hephata.....	1891
4	Bern Stadt-Wabern.....	Taubstummenanstalt für Mädchen.....	1834
5	Bettingen, Kanton Baselstadt.....	Privat Taubstummenanstalt	1878
6	Geneve-Charmilles.....	Inst. Cantonal des Sourds-Muets.....	1836
7	Geneve, Chemin du Velours 260.....	Privat Taubstummenanstalt.....	1890
8	Geronde, pres Sierre Valais.....	Inst. Cantonal des Sourds-Muets.....	1890
9	Gruyeres, Kant. Friburg.....	Inst. Cantonal des Sourds-Muets.....	1890
10	Hoheimrain, Kanton Luzern.....	Kantonal Taubstummenanstalt.....	1853
11	Locarno, Kant. Ticino.....	Inst. Cantonal de Sordo-Mutl.....	1890
12	Moudon, Kant. Vaud.....	Inst. Cantonal des Sourds-Muets.....	1811
13	Münchenbuchsee, Kant. Bern.....	Taubstummenanstalt für Knaben.....	1822
14	Elchen, bei Basel.....	Taubstummenanstalt für Knaben.....	1850
15	St. Gallen (Rosenberg).....	Kantonale Taubstummenanstalt.....	1890
16	Zofingen, Kant. Aargau.....	Vereins Taubstummenanstalt.....	1830
17	Zurich Stadt, Künstlergasse.....	Blinden und Taubstummenanstalt.....	1826

NOTE.—(3) This school gives special attention to teaching hard-of-hearing adults lip-reading, but children are also occasionally admitted.

(4) Pupils admitted every two years. School term eight years.

(8) "Our pupils are divided into German and French speaking classes and, like the hearing, vary more or less in intellectual abilities."

(9) Special attention given to industrial training. The Canton grants an annual subsidy of frcs. 3,000.

(12) The founder of this school was Pestalozzi's assistant at Yverdon.

Deaf, December, 1895.—Cont'd.

5	6	7	8	9	PUPILS.		
Founder.	Executive Officer.	Character.	Method.	Teachers.	10 Con- genital	11 S. H. P.	12 Total.

shing a state school for the deaf is under consideration.

José Mart. Carriles	M. G. Echevarrieta, Dir....	Pu. I.	Various....	12	89	6	216
Arell y Ballesteros...	A. A. y Ballesteros, Dir....	Pr. I. E....	Various....	2	.....	.....	6
				14	89	6	222

Since its establishment, this school has had 255 pupils under instruction, of which 79 were deaf; the re- were either blind, idiotic, or feeble-minded. The school has a museum and library.

ag der Prov. Dalarne.	Anders Axel Berg, Vorst...	O. I. E. . .	R. Ls.....	6	8	3	29
ren L. Kayser.....	Theod. Kayser, Dir.....	O.	Divers.....	5	.....	.....	16
gsesetz	Gustaf Granquist.....	O. I.	O. M. Al....	12	41	14	64
ophie Wilkens.....	Fröken S. Ulfparre, Vorst.	O. I.	M.....	10	21	3	46
tingen.....	A. G. Flodin, Dir.....	O. I.	O.....	16	32	19	87
Borg.....	Dr. O. Kylberg, Vorst....	O. I.	Three..(n)	21	55	29	136
ting.....	Jehubba Blomkvist., Vorst.	O. E.....	R. Ls.....	11	12	12	56
Smaland & Oland...	A. J. Hagström.....	Pu. B.....	C.....	10	36	5	72
Zotterman... ..	E. A. Zotterman, Dir.....	O. E.....	C.....	5	11	7	37
				96	216	92	543

is divided into seven districts. All schools are therefore public district schools supported by the state. hool (at Manila) is the first district school, and here also is established the Swedish Normal Training ry for Teachers of the Deaf, no one being permitted to teach the deaf without a previous two years' z—one year at the seminary and one probationary year provided for by the State. The superintendent of nilla School is also director of the Teachers' Seminary."

"The school at Orebro was, in Sweden, the first to use the pure oral method and the first public day

"All of the pupils during the first year are tried in articulation. Only the weak-minded and those who able to acquire any readiness of speech and lip-reading are thereafter taught by writing and signs; all y the oral method."

.....	— Forter, Vorst.....	Pr. I. ....	.....	3	.....	R	32
rgesellschaft.....	Franz Groth, Vorst.....	Pr. I.	Ls.....	2	6	12	19
linden.....	J. Zurlinden, Vorst.....	Pr. I.	Ls.....	3	2	7	10
Brunner.....	Theofil Etter, Vorst.....	Pr. I.	Ls.....	6	10	32	42
.....	— German, Hausvater.....	Pr. I. ....	.....	1	.....	R	14
omel and others.....	A. Dejoux, Dir.....	O. I. E.....	O. P.....	4	13	5	18
.....	— Sager, Dir.....	Pr. I. ....	.....	.....	.....	R	.....
acratia Vidmer, Sup.....	Sr. Quintine, Dir.....	Pr. I.	O.....	4	29	2	33
rnalde Jäggy.....	R. S. Bern. Jäggy, Dir.....	Pr. I.	O. P.....	11	40	8	51
.....	— Fellmann, Dir.....	O. I. ....	.....	5	.....	R	54
St. Croce Ingenbohl.....	Sr. Edwige Müller, Dir.....	Pr. I.	O.....	8	23	11	32
def.....	Louis Forester, Dir.....	Pu. I.....	O. P.....	4	.....	4	21
dt u. Andere.....	Fried. Uebersax, Dir.....	O. I.	R. Ls.....	9	.....	30	80
ied. Spittler.....	Aug. Frese, Inspekt.....	Pr. I.	R. Ls.....	5	33	27	40
a Steinmann (Dm.).....	Fried. Erhardt, Dir.....	Pr. I. E.....	R. Ls.....	7	30	27	47
rgesellschaft.....	Joh. Ulr. Brack, Vorst.....	Pr. I.	Ls.....	4	28	20	34
Ulrich u. Dr. Hirzel.....	Gotthilf Kull, Dir.....	Pr. I. E.....	R. Ls.....	6	14	19	40
				82	228	204	567

W. D. Arnold, who confined himself exclusively to oral methods, was in charge of this school 1839-1859. The founding of another institution in the Canton is in contemplation.

The institution expends per pupil annually, frcs. 500.

The institution has recently been enlarged, and was in fact founded and has ever since been conducted Zürcher Hülfsesellschaft, which however, receives from the city and Cantonal governments an annual of frcs. 9,000.

Statement of Schools.

1	2	3	Date when
	Location.	Name.	
NORTH AMERICA.			
CANADA.			
1	Belleville, Ontario.....	Institution for the Deaf and Dumb.....	1
2	Fredericton, New Brunswick.....	Institution for the Education of the Deaf and Dumb.....	
3	Halifax, Nova Scotia.....	Institution for the Deaf and Dumb.....	
4	Montreal, Mile End.....	Catholic Male Deaf and Dumb Institution.....	
5	Montreal, 595 St. Denis St.....	Catholic Female Deaf and Dumb Institution.....	
6	Montreal, Notre Dame de Grace.....	Mackay Institution for Protestant D.-M. and the Blind.....	
7	Winnipeg, Manitoba.....	Institution for the Deaf and Dumb.....	

NOTE.—(2) "The Educational Act of 1892 made it compulsory on the part of the counties sending to pay a proportion of about one-third towards their maintenance. The government also makes an ann towards the support of the institution. Voluntary subscriptions make up the remainder. Our method ing is on the combined system. Articulation, however, has received greater attention since my daugh Woodbridge, who took a course of instruction at the Clarke Institution, commenced her duties at the op the present term. The results of this method are very gratifying, several of the pupils having mad tional progress."

UNITED STATES.			
1	Alabama, Talladega.....	Alabama Institute for the Deaf.....	
2	Arkansas, Little Rock.....	Arkansas Deaf-Mute Institute.....	
3	California, Berkeley.....	Cal. Inst'n for the Education of the D. & D. and the Bl.....	
4	California, Oakland.....	St. Joseph's Institute.....	
5	Colorado, Colorado Springs.....	Colorado School for the Deaf and the Blind.....	
6	Connecticut, Hartford.....	The American School at Hartford for the Deaf.....	
7	Connecticut, Mystic.....	Mystic Oral School.....	
8	Dist. of Columbia, Kendall Green.....	Columbia Institution for the Deaf (Kendall School.....	
9	Dist. of Columbia, Kendall Green.....	and Dumb. (Gallaudet College.....	
10	Florida, St. Augustine.....	The Florida Institute for the Blind and Deaf.....	
11	Georgia, Cave Spring.....	Georgia School for the Deaf.....	
12	Illinois, Chicago, 409 S. May St.....	Ephpheta School for the Deaf.....	
13	Illinois, Chicago, 6550 Yale Ave.....	McCowan Oral School for Young Deaf Children.....	
14	Illinois, Chicago.....	Public Day Schools for the Deaf.....	
15	Illinois, Jacksonville.....	Illinois Inst'n for the Education of the Deaf and Dum.....	
16	Indiana, Evansville.....	Evansville Day School for the Deaf.....	
17	Indiana, Indianapolis.....	Indiana Institution for the Education of the Deaf.....	
18	Iowa, Council Bluffs.....	Iowa School for the Deaf.....	
19	Iowa, Dubuque.....	Eastern Iowa School for the Deaf.....	
20	Kansas, Olathe.....	Kansas School for the Deaf.....	
21	Kentucky, Danville.....	Kentucky Institution for Deaf-Mutes.....	
22	Louisiana, Baton Rouge.....	Louisiana Inst'n for the Education of the Deaf and Du.....	
23	Louisiana, Chinchuba.....	Deaf-Mute Institution of the Holy Rosary.....	
24	Maine, Portland.....	Portland School for the Deaf.....	
25	Maryland, Baltimore.....	Maryland School for Colored Blind and Deaf.....	
26	Maryland, Balt., Hollins & Parkin Sts.....	Frederick Knapp Institute.....	
27	Maryland, Frederick.....	Maryland School for the Deaf.....	
28	Massachusetts, Beverly.....	New England Industrial School for Deaf-Mutes.....	
29	Massachusetts, Boston.....	Horace Mann School for the Deaf.....	
30	Massachusetts, Jamaica Plain.....	Kindergarten for the Blind.....	
31	Massachusetts, Northampton.....	Clarke Institution for Deaf-Mutes.....	
32	Massachusetts, West Medford.....	Sarah Fuller Home for Little Deaf Children.....	
33	Michigan, Det., cor. 12th & Brigham.....	Detroit Day School for the Deaf.....	
34	Michigan, Flint.....	Michigan School for the Deaf.....	
35	Michigan, North Detroit.....	Evangelical Lutheran School for the Deaf (German).....	
36	Minnesota, Faribault.....	Minnesota School for the Deaf.....	
37	Minnesota, Minneapolis.....	Minneapolis Day School for the Deaf.....	
38	Mississippi, Jackson.....	Mississippi Inst'n for the Edu'n of the Deaf and Dum.....	
39	Missouri, Fulton.....	Missouri School for the Deaf and Dumb.....	
40	Missouri, St. Louis, 9th & Wash. Sts.....	St. Louis Day School for the Deaf.....	
41	Missouri, St. Louis, 1849 Cass Ave.....	Marie Consilia School for the Deaf.....	
42	Missouri, St. Louis, Longwood Pl.....	St. Joseph's Deaf-Mute Institution for Boys.....	
43	Montana, Boulder.....	Montana Deaf and Dumb Asylum.....	
44	Nebraska, Omaha.....	Nebraska Institution for the Deaf and Dumb.....	
45	New Jersey, Trenton.....	New Jersey School for the Deaf.....	
46	New Mexico, Santa Fé.....	New Mexico Inst'n for the Deaf and the Blind.....	
47	New York, Albany, 98 N. Pine Ave.....	Albany Home School for the Oral Inst'n of the Deaf.....	
48	New York, Buffalo, 125 Edward St.....	Le Conteuix St. Mary's Inst. for the Inst'n of Deaf-M.....	
49	New York, Malone.....	Northern New York Institution for Deaf-Mutes.....	
50	New York, Rome.....	Central New York Institution for the Deaf.....	
51	New York, Rochester.....	Western New York Institution for Deaf-Mutes.....	
52	New York City, Station M.....	New York Inst'n for the Instruction of the Deaf.....	

ember, 1895—Cont'd.

	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
.....	Robt. Mathison, Supt.....	Pu. B.....	C.....	22	129	.....	277
e.....	Albert Fred'k Woodbridge.	Pu. B.....	C.....	4	22	9	32
.....	Jas. Fearon, Prin.....	Pu. B.....	C.....	5	37	11	59
.....	Rev. Alf. Belanger, C. S. V.	Pr. B.....	P. O. D.....	32	30	5	130
e.....	Sr. Ph. of Jesus, Sups.....	Pu. B.....	Three (n).....	35	65	43	177
ntreal ..	Harriet E. Ashcroft.....	Pr. B.....	C. O.....	10	28	8	58
.....	D. W. McDermid, Prin.....	Pu.....	C.....	6	20	4	40
				114	331	80	773

of instruction is given by the Pure Oral Method in the Oral Department, by the Manual Department, and by the Combined Method for the English classes. Each department has dormitories, recreation rooms, etc., so that the pupils of the Oral Department have no communication with those of the other departments.

department in which pupils are taught by signs and the manual alphabet. Some of these are in articulation. There is another department taught orally."

.....	J. H. Johnson, Prin.....	Pu. B.....	C.....	15	.....	.....	115
y.....	Frank B. Yates, Supt.....	Pu. B.....	C.....	21	108	55	210
egis'e.....	Warring Wilkinson, Prin.....	Pu. B.....	C.....	15	73	5	163
.....	Sr. M. Alphonsus, Prin.....	Pr. D.....	C.....	.....	.....	.....	.....
ient.....	D. C. Dudley, Supt.....	Pu. B.....	C. O.....	10	20	17	74
& o'rs.....	Job Williams, Prin.....	Pu. B.....	Eclectic.....	22	79	14	159
.....	Clara M. H. McGuigan, P'l.....	Pu. B.....	O.....	4	8	6	22
.....	James Denison, Prin.....	Pu. B.....	C.....	9	14	6	49
.....	Edwd. M. Gallaudet, Pres't	Pu. B.....	C.....	20	16	21	85
.....	Henry L. Felkel, Prin.....	Pu. B.....	C.....	4	.....	.....	37
School.....	Wesley O. Connor, Prin.....	Pu. B.....	C. O.....	10	90	32	129
.....	Mary C. Hendrick, Prin.....	Pr. B. D.....	C.....	11	20	16	95
n.....	Mary McCowen, Prin.....	Pr. D.....	O.....	7	.....	.....	31
ation.....	J. L. Gallaher, Act'g.....	Pu. D.....	C. O. (n).....	10	.....	.....	79
.....	S. T. Walker, Supt.....	Pu. B.....	C.....	37	.....	.....	487
.....	Paul Lange, Prin.....	Pu. D.....	M.....	1	.....	.....	10
.....	Rich'd O. Johnson, Supt.....	Pu. B.....	Any & all.....	27	97	90	303
.....	H. W. Rother, Supt.....	Pr. D.....	C.....	19	.....	.....	301
.....	De Coursey French, Prin.....	Pr. D.....	M.....	1	1	2	5
gislats'e.....	H. C. Hammond, Prin.....	Pu. B.....	C.....	24	75	56	223
.....	John E. Ray, Supt.....	Pu. B.....	C.....	21	.....	.....	296
.....	Dr. John Jastremsky, Supt.....	Pu. B.....	C.....	10	50	10	79
.....	Rev. Can. H. Mignot.....	Pr. B.....	C.....	8	29	15	49
thers.....	Eliza R. Taylor, Prin.....	Pu. D.....	C.....	8	36	12	64
.....	Frederick D. Morrison.....	Pu. B.....	C.....	5	15	11	34
.....	Wm. A. Knapp, Prin.....	Pr. B. D.....	O.....	4	18	.....	25
.....	Chas. W. Ely, Prin.....	Pu. B.....	C.....	16	49	8	92
.....	Nellie H. Swett, Prin.....	Pr.....	C.....	3	4	6	24
ch. Bd.....	Sarah Fuller, Prin.....	Pu. D.....	O.....	14	18	45	114
e Blind.....	M. Anagnos, Dir.....	Pr. B.....	C.....	3	3	.....	3
.....	Caroline A. Yale, Prin.....	Pu. B. D.....	O.....	21	51	35	147
s.....	Eliza L. Clark, Prin.....	Pr. B.....	O.....	2	5	1	9
ation.....	M. Liz. Donohoe, Prin.....	Pu. D.....	O.....	1	2	2	10
.....	Francis D. Clarke, Supt.....	Pu. B.....	C.....	33	.....	.....	369
.....	H. Uhlig, Dir.....	Pr. B.....	O.....	3	11	11	34
.....	J. L. Noyes, Supt.....	Pu. B.....	C.....	22	72	.....	206
ation.....	Alice J. Stout, Prin.....	Pu. D.....	C. O.....	3	9	6	25
.....	J. R. Dobyns, Supt.....	Pu. B.....	C.....	14	68	10	93
.....	James N. Tate, Supt.....	Pu. B.....	C.....	28	94	.....	348
.....	Jas. H. Cloud, Prin.....	Pu. D.....	C.....	4	.....	.....	31
.....	Sr. Mary Adele, Prin.....	Pr. D.....	C.....	4	.....	.....	39
i.....	Sr. Mary Adelina, Prin.....	Pr. B. D.....	C.....	4	2	3	14
ntly.....	J. A. Tillinghast, Supt.....	Pu. B.....	C.....	3	3	2	14
.....	J. A. Gillespie, Prin.....	Pu. B.....	Eclectic.....	13	.....	.....	167
.....	Weston Jenkins, Prin.....	Pu. B.....	C.....	9	.....	.....	118
.....	Lars M. Larson, Supt.....	Pu. B.....	Am. Ec.....	1	7	2	10
.....	Anna M. Black, Prin.....	B. D.....	C.....	3	8	3	18
ers. Soc.....	Sr. Mary Ann Burke, Prin.....	Pu. B.....	C.....	19	41	19	125
.....	Henry C. Rider, Supt.....	Pu. B.....	C.....	8	.....	.....	79
others.....	E. B. Nelson, Prin.....	Pu. B.....	C.....	10	.....	.....	129
.....	Z. F. Westervelt, Supt.....	Pr. B.....	Rochester.....	21	37	11	162
rs.....	E. H. Currier, Prin.....	Pr. B.....	Various (n).....	37	107	99	370

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
NORTH AMERICA—Cont'd.			
UNITED STATES—Cont'd.			
53	New York City, 904 Lexington Ave..	Inst'n for the Improved Instruction of Deaf-Mutes	1867
54	New York City, { 113 Buf. Ave., Br'n 712 E. 188th St. Westchester.	St. Joseph's Inst. for the Instr'n of Deaf-Mutes	1869
55	New York City, 27 E. 46th St.	Keeler's Pr. Articulation Class for the Deaf	1885
56	New York City, 243 W. 21st St.	Warren Articulation School	1890
57	New York City, 42 W. 76th St.	Wright-Humason School	1894
58	North Carolina, Morganton	North Carolina School for the Deaf and Dumb ..	1891
59	North Carolina, Raleigh	North Carolina Inst'n for the Deaf and Dumb and Blind.	1845
60	North Dakota, Devils Lake	School for the Deaf of North Dakota	1890
61	Ohio, Cincinnati, E. 6th St.	Notre Dame School for the Deaf	1869
62	Ohio, Cincinnati, 431 W. 9th St.	Cincinnati Oral School for the Deaf	1886
63	Ohio, Cincinnati, 431 W. 9th St.	Cincinnati Public School for the Deaf	1875
64	Ohio, Cleveland, Band & Rockwell Sta.	Cleveland School for the Deaf	1892
65	Ohio, Columbus	Ohio Inst'n for the Education of the Deaf and Dumb ..	1819
66	Oregon, Salem	Oregon School for Deaf-Mutes	1870
67	Pennsylvania, Edgewood Park	Western Penna. Inst'n for the Instr'n of the Deaf	1876
68	Pennsylvania, Mount Airy	Pennsylvania Institution for the Deaf and Dumb ..	1820
69	Pennsylvania, Phila., Belmont Ave..	Home for Teaching Speech to Little Deaf Children ..	1892
70	Pennsylvania, Scranton	Pennsylvania Oral School for the Deaf	1883
71	Rhode Island, Providence	Rhode Island Institution for the Deaf	1878
72	South Carolina, Cedar Springs	S. C. Inst'n for the Education of the Deaf and the Blind.	1849
73	South Dakota, Sioux Falls	South Dakota School for Deaf-Mutes	1890
74	Tennessee, Knoxville	Tennessee School for the Deaf and Dumb	1844
75	Texas, Austin	Texas Deaf and Dumb Asylum	1857
76	Texas, Austin	Deaf and Dumb and Blind Inst'n for Colored Youth ..	1867
77	Virginia, Staunton	The Va. Inst'n for the Educ'n of the D. & D. & the Blind.	1838
78	Washington, Vancouver	Washington School for Defective Youths	1898
79	West Virginia, Romney	West Virginia School for the Deaf and the Blind ..	1879
80	Wisconsin, Delavan	Wisconsin School for the Deaf	1852
81	Wisconsin, Eau Claire	Day School for the Deaf	1868
82	Wisconsin, Fond du Lac	Day School for the Deaf	1865
83	Wisconsin, La Crosse	La Crosse Oral School for the Deaf	1867
84	Wisconsin, Manitowoc	Manitowoc Day School for the Deaf	1894
85	Wisconsin, Marinette	Marinette Day School for the Deaf	1898
86	Wisconsin, Milwaukee	Milwaukee Day School for the Deaf	1889
87	Wisconsin, Oshkosh	Oshkosh Day School for the Deaf	1898
88	Wisconsin, Saint Francis	St. John's Catholic Deaf-Mute Institute	1876
89	Wisconsin, Sheboygan, 7th St.	Sheboygan Oral School for the Deaf	1894
90	Wisconsin, Wausau	Wausau Oral Day School for the Deaf	1890
91	Utah, Ogden	Utah School for the Deaf	1894

NOTE.—(5) "Combined, though two classes are taught by the exclusive oral method."

(6) "Rev. Thos. Hopkins Gallaudet was the first Principal."

(8) "The Kendall School for the Deaf is a department of the Columbia Institution for the Deaf and Dumb, which was incorporated by Congress in an act, approved February 16, 1857, under the name of the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind. A small school had been opened in Washington in the previous year,* in which several prominent citizens, among them the Hon Amos Kendall, had become interested and had consented to act as trustees. Owing to circumstances which need not be related, the school was broken up in a few months. Among the pupils were five orphan deaf-mutes, who had been brought from New York. These were bound to Mr. Kendall as their guardian by the Orphans' Court and formed the nucleus of the institution. The institution was opened June 13, 1857, under the superintendency of Edward Miner Gallaudet, in two houses on Kendall Green, one of which, with two acres of ground, had been presented by the Hon. Amos Kendall. Within a short time Mr. Gallaudet was assisted by his mother, Mrs. Thomas Hopkins Gallaudet, as matron, Mr. James Denison as instructor of the deaf, and Mrs. Maria M. Eddy as instructor of the blind. The school was opened with five pupils."

(9) A department of the Columbia Institution for the Deaf and Dumb. It embraces a normal department, of which 5 students possess all of their faculties. "The combined system includes: the oral method, the manual method, the auricular method."

(11) "Mr. Oliver Porter Fannin was the first principal. He was the associate principal of the Home Manual Labor School for Hearing People, and was selected by the trustees of that school and sent at its expense to Hartford, Conn., to learn the method of instructing the deaf. * * * Previous to this time the deaf of Georgia were sent to Hartford."

(12) "All the pupils are taught speech. The use of signs and of the manual alphabet, however, is allowed."

(14) "There are five schools in different parts of the city, one being a 'pure oral' school. This is on the south side in the Yale school building. The other four schools are conducted on the 'combined system,' and a good deal is being done in all of them in the way of articulation teaching. The oral school was opened last Jan-

* By Dr. Platt H. Skinner (Ed.).

caf, December, 1895.—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
ociation.....	David Greene, Prin.....	Pr. B. D...	O.....	22	76	17	185
Victorine Boucher. {	Marg. Cosgrove.....	Pr. B.....	O.....	39	149	84	353
	Celestin Schottmüller.....						
	Marg. Laurent.....						
Warren Keeler.....	Sarah W. Keeler.....	Pr. D.....	O.....	2			
Eginton Warren.....	Lillie Eginton Warren.....	Pr. D.....	O.....	2			
on and Wright.....	{ Dr. T. A. Humason.....	Pr. B. D...	P. O.....	8	6	6	15
	{ Prof. J. D. Wright.....						
Legislature.....	E. McKee Goodwin, Prin.....	Pu. B.....	C.....	17	107	70	161
Legislature.....	W. J. Young, Prin.....	Pu. B.....	C.....	6			57
Legislature.....	Dwight F. Bangs, Supt.....	Pu. B.....	C.....	4	7	8	30
of the S. Heart.....	Sr. M. of the S. Heart, Prin.....	D.....	C. O.....	4	5	2	11
echheimer & others.....	Virg. A. Osborn, Prin.....	Pu. D.....	O.....	6	9	9	30
ard of Education.....	Car. Fesenbeck, Prin.....	Pu. D.....	Sign.....	1	3		4
ary.....	J. H. Geary, Prin.....	Pu. D.....	C.....	3			35
Legislature.....	J. W. Jones, Supt.....	Pu. B.....	C.....	27			371
Legislature.....	Jos. B. Early, Supt.....	Pu. B.....	C.....	4			63
rr and others.....	Wm. N. Burt, Prin.....	Pu. B.....	C.....	15			199
x, D. G. Seixas & o's.....	A. L. E. Cronter, Supt.....	Pu. B. D...	O. M.....	52	194	68	502
and Mary Garrett.....	Mary S. Garrett, Prin.....	Pu. B. D...	O.....	5	39		43
s of Scranton.....	Mary B. C. Brown, Prin.....	Pu. B.....	O.....	7			59
Lippitt.....	Laura de L. Richards, Prin.....	Pu. D.....	O.....	7			60
P. Walker.....	N. F. Walker, Supt.....	Pu. B.....	C.....	8			94
F. Mingus.....	James Simpson, Supt.....	Pu. B.....	C.....	4			43
Legislature.....	Thos. L. Moser, Prin.....	Pu. B.....	C.....	12			183
onstitution.....	A. T. Rose, Supt.....	Pu. B.....	C.....	22	95	40	241
Legislature.....	W. H. Holland, Supt.....	Pu. B.....	C.....	4	20	3	34
Legislature.....	Thos. S. Doyle, Prin.....	Pu. B.....	Eclectic (n)	13			104
Legislature.....	Jas. Watson, Dir.....	Pu. B.....	C.....	8	29	19	70
Legislature.....	C. H. Hill, Prin.....	Pu. B.....	C.....	14	70	28	126
Legislature.....	John W. Swiler, Supt.....	Pu. B.....	M. O.....	19	82		184
of Education.....	Jennie C. Smith, Teacher.....	Pu. D.....	O.....	1			5
of Education.....	Anna Sullivan, Teacher.....	Pu. D.....	O.....	1			5
chool Board.....	Minnie E. Taylor, Prin.....	Pu. D.....	O.....	3	3	2	7
right.....	Ada S. Locke, Prin.....	Pu. D.....	P. O.....	1	3		8
of Education.....	Frances O. Ellis, Prin.....	Pu. D.....	O.....	1			4
onological Inst.....	C. W. Taylor, Prin.....	Pu. D.....	P. O.....	8	22	16	52
of Education.....	Jennie B. Holden, Prin.....	Pu. D.....	O.....	1			10
geo. Bruener.....	Rev. M. M. Gerend, Pres't.....	Pr. B.....	C.....	6	6	3	24
ogical Institute.....	H. Ray Kribbs, Prin.....	Pu. D.....	O.....	2	1		7
aw.....	Margaret Sullivan.....	Pu. D.....	O.....	2	1	1	7
Legislature.....	Frank W. Metcalf, Supt.....	Pu. B.....	C.....	7	20	8	52
				988	2287	1015	9312

The first day school for the deaf in Chicago supported from public funds was opened in 1875. In 1879 additional schools were established. The schools have ten teachers, of whom two are deaf; with one of the others are two hearing lady teachers, there being three separate rooms, and with the other deaf teacher is a gentleman teacher of speech." Whilst printing this report the following additional information has been handed from the teachers of the Yale School: "The oral class for the deaf was placed in the public school 6, 1896, with one teacher. It grew in favor and the number too large for one teacher to do thorough February 13th a second teacher was appointed. We keep the same hours and do the same work, as nearly as possible, as the public school. The most advanced class, which came from the McCowen School, study literature in the eighth-grade pupils. We have classes in arithmetic, geography, history, grammar, physiology, nature work, and kindergarten. The oral method ALONE is used. The pupils work in six different classes. Total enrollment, 20."

"A large percentage of the pupils of any institution for the deaf possess more or less hearing. Some I made an examination of 281 pupils. * * * Of the total number, 225 were marked as hearing more in one ear or the other, or in both, and the results in per cents. were as follows: 37 per cent. (84 pupils) deaf in right ear; 47 per cent. (106 pupils) more deaf in left ear; 15 per cent. (35 pupils) equally deaf in both ears. The ability was but feeble in 72 per cent.; 44 per cent. was able to distinguish musical instruments, and the human voice, and 15 per cent. spoken words. Suppose we deduct the entire number who could hear feebly (163 pupils), it still leaves 28 per cent. (62 pupils) who have been found to possess considerable hearing. It is because of such facts that the oral-aural department has been established in the Indiana School for the Deaf."

"Linnie Hagewood, deaf, dumb, and blind, was connected with this school and taught by the principal the sense of feeling on the fingers."

"Three pupils have hearing; two of these have impediments in speech, and the other fails to speak from mental ability."

"Our school contains a blind department, and the shop classes are mixed; hence the apparently large number of industrial teachers (3). We are desirous of employing a teacher of articulation, and as yet have been unable to secure one."

SUMMARY.

Continents.	1 Schools.	9 Teachers.	PUPILS.		
			10 Congenital.	11 S. H. P.	12 Total
Africa	5	14	21	13	
Asia	5	11	109	30	
Australia	4	24	94	27	
Europe	357	2,676	5,986	3,220	21
North America	100	1,117	2,518	1,095	10
South America	3	13	32	12	
Total	474	3,855	8,760	4,397	33

NOTE.—Were the 18 school board centers of London, the public day schools of Chicago, the St. Joseph institute schools in New York, and the Milan schools all enumerated separately, the total of schools would be 500. This, however, would not increase the aggregate of teachers and pupils. Allowing a fair estimate of number of schools, teachers, and pupils not reported, we have an approximate total of 520 schools, some teachers, and upwards of 33,000 pupils.

VOLTA BUREAU.
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF.
WASHINGTON CITY, U. S. A.

CIRCULAR OF INFORMATION,
No. 4.

INTERNATIONAL REPORTS OF SCHOOLS FOR THE DEAF

TABULATED BY CONTINENTS ACCORDING TO DECENNIAL PERIODS OF
ORGANIZATION, GIVING IN SUMMARY, THE NUMBER OF PUPILS
AND TEACHERS, THE CHARACTER OF SCHOOLS, AND
MEANS OF INSTRUCTION EMPLOYED.

Communication addressed to Dr. J. C. Gordon, Chairman of the Round Table of
Instructors of the Deaf, held at the meeting of the National Educational
Association, Milwaukee, Wisconsin, July 5-9, 1897.

WASHINGTON CITY, U. S. A.
GIBSON BROTHERS, PRINTERS.

NATIONAL EDUCATIONAL ASSOCIATION,
CHAIRMAN'S OFFICE,
ROUND TABLE FOR INSTRUCTORS OF THE DEAF,
KENDALL GREEN,

WASHINGTON, D. C., June 1, 1897.

HON. JOHN HITZ,
Superintendent, Volta Bureau,
Washington, D. C.

DEAR SIR: I hope that the Volta Bureau for the Increase and Diffusion of Knowledge Relating to the Deaf will be represented at the meeting of the Round Table, held by authority of the National Educational Association, on Wednesday, July 7, at Milwaukee, and that it will have the kindness to prepare for that occasion a brief summary of the latest international statistics from its archives, covering, in the simplest manner possible, the points of inquiry concerning schools, teachers of the deaf, and their pupils, which, from its extensive correspondence with educators throughout the world, seem to command the greatest present interest.

If there is any established or commonly agreed upon system of nomenclature for descriptive purposes that is easily understood, and not misleading to intelligent inquirers concerning the points of likeness and of difference in the instruction afforded, or in the methods of operating the schools throughout the world, I suggest that such system be followed in tabulating. If no such system has been agreed upon for international statistical use, let the Bureau be guided by its own judgment in the manner of stating the facts, in order that they may be clearly intelligible, if that is practicable. I assume the Bureau can tell us how many schools are "boarding schools," how many are "day schools" only, and how many combine both systems of making provision for instruction.

It would be interesting to know in what countries there are statutory requirements relating to the training or special qualifications of principals and teachers of schools for the deaf.

The relation of the instruction given to the means of communication is also a matter of great interest. If any special means of communication is ordinarily employed, it is desirable to know what it is, and how many pupils are so taught. If pupils are taught through a combination of means of communication, the nature of the system employed should, if possible, be clearly set forth. If certain pupils in a given school are taught exclusively by one system, and other pupils in that school are taught by other systems, the different processes, or methods, or systems, employed with the different pupils would be fit subjects for statistical inquiry.

If the Volta Bureau can shed any light upon these interesting topics, I hope it will be pleased to communicate the facts to the educational public, through the Round Table at the next meeting of the National Educational Association.

Yours truly,

(Signed) J. C. GORDON,
Chairman, Round Table.

VOLTA BUREAU,
WASHINGTON CITY, U. S. A., *June 15th, 1897.*

Dr. J. C. GORDON, *Chairman,*
Round Table, etc., etc.

DEAR SIR: In response to your esteemed communication of the 1st inst. requesting this Bureau to furnish you with the latest available international statistical data in regard to the character of existing schools for the deaf, the methods employed in the instruction of pupils, the number of teachers engaged, and any other facts of special interest, I would respectfully submit the accompanying observations and results of compilations from data in possession of the Volta Bureau, either up to the 1st of January, 1897, or the nearest approximation thereto available.

I.

NUMBER AND CHARACTER OF SCHOOLS, GROUPED BY CONTINENTS.

AFRICA, ASIA, AND AUSTRALIA.

Boarding, private.....	3	
“ public.....	4	7
Day, private.....	2	
“ public.....	...	2
Boarding and day, private.....	1	
“ “ public.....	3	4
Unclassified.....	...	4
		17

EUROPE.

Boarding, private.....	72	
“ public.....	80	152
Day, private.....	10	
“ public.....	120	130
Boarding and day, private.....	29	
“ “ public.....	45	74
Unclassified.....	...	64
		420

NORTH AND SOUTH AMERICA.

Boarding, private.....	12	
“ public.....	50	62
Day, private.....	7	
“ public.....	24	31
Boarding and day, private.....	4	
“ “ public.....	8	12
Unclassified.....	...	4
		109

Total number of schools for the deaf in the world 546

PUPILS IN EUROPEAN AND AMERICAN SCHOOLS, BY COUNTRIES.

	SCHOOLS.			
	Boarding.	Day.	Boarding and day.	Unclassified.
EUROPE :				
Austria	1,097	190	734	3
Belgium.....	370	.....	105	.....
Germany.....	1,759	2,826	1,714	.....
Great Britain.....	2,332	851	238	166
Denmark.	85	79	190	8
France	1,355	50	298	2,145
Italy.....	725	320	946	183
Luxemburg.....	23	.....	.....	.....
Netherlands.....	316	148	.....	.....
Norway.....	38	.....	209	57
Portugal.....	29	.....	.....	.....
Roumania.....	40	.....	.....	.....
Russia.....	123	151	533	.....
Spain.....	216	.....	6	70
Sweden.....	412	120	29	58
Switzerland	365	105	105	.....
Unassigned.....	.....	.....	.....	350
	9,285	4,840	5,107	3,040
NORTH AND SOUTH AMERICA :				
Canada.....	701	32	.....	40
United States.....	7,633	690	965	24
Mexico.....	.....	.....	37	.....
Cuba .....	.....	.....	.....	5
Argentine Republic.....	.....	.....	42	.....
Brazil.....	32	.....	.....	.....
	8,366	722	1,044	69

SUMMARY.

SCHOOLS.	Africa, Asia, Australia.	Europe.	North and South America.	Total.
Total number of boarding schools or schools with boarding departments....	11	226	71	308
Total number of day schools or board- ing schools with day-school depart- ments.....	6	204	38	248
Unclassified.....	4	65	38	107
PUPILS.				
Total number of pupils in boarding schools.....	223	9,285	8,366	17,874
Total number of pupils in day schools...	48	4,842	722	5,612
Total number of pupils in schools having both boarding and day school depart- ments.....	181	5,107	1,044	6,332
Unclassified.....	50	3,040	69	3,159

II.

METHODS OF INSTRUCTION.

The data at hand indicates that any attempt at present to classify the schools according to methods of instruction, owing to the want of clearly stated, uniform, and generally accepted definitions, would prove misleading, and result unsatisfactorily. This Bureau, therefore, does not venture to classify the *schools* according to methods, but on this occasion has simply divided the pupils, irrespective of schools, into two great groups, according to the *means* indicated, *by which their instruction is effected*;—the one group embracing all taught *by speech and other vernacular means*, the other *by the sign-language and any or all other means*.

The result by continents is as follows :

	Number taught by speech and other vernacu- lar means.	Number taught by the sign language and any or all other means.	Unclassified.	Total.
Africa.....	300	127	75	502
Asia				
Australia				
Europe*.....	18, 176	3, 778	320	22, 274
N. and S. America.....	3, 382	6, 814	5	10, 201
Total	21, 858	10, 719	400	32, 977

* Great Britain, which is here included (counting the 52 London School Board Classes), shows a total of 97 schools, with 1,949 pupils taught by *speech and other vernacular means*, and 1,648 pupils taught *by the sign-language and any or all other means*.

III.

TEACHERS.

Omitting 28 of the 546 schools above enumerated, of which at present we have no data in regard to teachers, the showing by continents is as follows :

Africa,	}	56
Asia		
Australia.)		
Europe.....		2, 846
N. & S. America.....		1, 130
Total.....		4, 032

"The instruction of the deaf is a branch of the great tap-root of pedagogics, and derives its most effective strength from the same; the school for the deaf, to attain its aim, must avail itself *mutatis mutandis* of means identical with those employed in the public school," says Walther.* Yet,

* Walther, "Taubstummenbildung" (1895), p. 114.

few governments, so far, exact well-defined statutory qualifications which applicants must possess in order to secure an appointment as teacher in schools for the deaf.

Prussia as early as 1811, and more definitely in 1831, prescribed examinations which from time to time have been perfected, and now not only candidates for teacherships, but also candidates for the position of principal, and superintendent, throughout the German Empire, are subjected to a searching examination, by a board of specialists, before their names can be entered upon the register for vacancies which may occur. A similar practice prevails in Sweden and other Scandinavian countries. England, France, and Austria offer opportunities to secure certificates of qualification, but mandatory laws, apparently, do not exist. In the Catholic schools of Europe, members of various religious orders of the church, including many scholarly divines, devote themselves to the instruction of the deaf; whereas in Protestant localities the schools are largely served by instructors emanating from the public normal schools, or higher academic institutions.

In America, only recently statutory requirements have appeared in the laws enacted by the States of Wisconsin and Illinois, of which the latter, in its recent law relating to public day schools for the deaf, enacts that "No person shall be appointed to teach in any such school who shall not have first obtained a teacher's certificate as provided by law, and who shall not have received specific instructions in the teaching of the deaf for a term of not less than one year."

Regular Government inspectors of schools for the deaf, are provided for by law in the German Empire, in Russia and the Scandinavian countries, in Great Britain, Canada, and in the United States recently, by the State of New York.

Supplementary statistical tables are appended showing by continents the present status of schools, grouped according to the decennial periods of their organization, affording thus an opportunity to statisticians, so disposed, to make their own deductions. A brief summary gives in totals the result obtained from the data at hand.

Very respectfully,

JOHN HITZ,
Superintendent of the Volta Bureau.

Statistical Table.

AFRICA, ASIA, AND AUSTRALIA.

Decennial periods when organized.	Number and character of schools.										Number of pupils and method of their instruction.					Total number of teachers reported.	Schools failing to report the number of teachers.	
	Character or date not stated.	Private.				Public.				Total number of schools.	By speech and other vernacular means.							Total number of pupils reported.
		Boarding.	Day.	Boarding and day.	Unclassified.	Boarding.	Day.	Boarding and day.	Unclassified.		By sign- language and any or all other methods.	Unclassified.						
1860.....					2				2		30	76		106	16			
1870.....		1			1		1		3	117	12		129	15				
1880.....		1	1	1			1	1	6	88	39	64	191	16				
1890.....		1	1	1					2	30			30	6				
	2						1		2	35		11	46	3				
	3	3	2	1	4		3	1	17	360	127	75	502	56				

EUROPE.

[illegible]

NORTH AND SOUTH AMERICA.

1810.....	1				1			2	49	480	529	59			
1820.....					2		1	3	577	592	1,169	100			
1830.....					1			1		104	104	19			
1840.....					6			7	322	1,061	1,383	192			
1850.....					13			13	506	1,666	2,172	233			
1860.....	3	1			8	1	2	15	1,054	950	2,004	244			
1870.....	4		1	2	7	9		23	392	1,075	5	159			
1880.....	2	5			10	5	3	1	26	313	618	124			
1890.....	1	2	2		2	9	2		18	169	268	66			
							1	1							
	12	7	4	2	50	24	8	2	109	3,32	6,814	5	10,201	1,130	3

SUMMARY.

Africa, Asia and Aus- tralia.....	3	3	2	1	.....	4	.....	3	1	17	300	127	75	502	56	7
Europe.....	50	72	10	29	9	80	120	45	5	420	18,176	3,778	320	22,274	2,946	18
North and South America.....	.....	12	7	4	2	50	24	8	2	109	3,382	6,814	5	10,201	1,130	3
	53	87	19	34	11	134	144	56	8	546	21,858	10,719	400	32,977	4,032	28

EXPLANATORY ADDENDUM.

Columns

- 3-6. "PRIVATE SCHOOLS." This implies that the schools are *controlled* and supported either wholly or in part by individuals or organizations other than Municipal or State governments, admitting, in certain cases, pupils free, or such as municipalities and private parties pay a stipulated sum for, and, in some instances, receiving State grants and subjecting themselves to State inspection.
- 7-10. "PUBLIC SCHOOLS." As a rule, these schools are *controlled* and supported by Municipal or State governments, admitting pupils free or upon stipulated payments.
12. "By SPEECH and other VERNACULAR means" implies that reading and writing, speech and lip-reading, all forms of finger spelling or manual alphabets and natural gestures, such as are used in the instruction of hearing children, are admissible; that, however, any sign-language employing fixed expressions foreign to the grammatical construction of the language of the land, or a "language," or "dialect" of gestures not capable of word-for-word translation into the vernacular, is strictly excluded in the instruction of and intercommunication between pupils.
13. "By the SIGN-LANGUAGE and any or all other methods" implies that a sign-language acquired by the pupils at school constitutes, in a greater or less measure, the means of imparting instruction to them, and that it is used as a means of intercommunication between pupils and teachers. In addition to this special language, finger spelling, writing, speech, and lip-reading are employed, when such means of communication are considered practicable or preferable in imparting instruction.







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WASHINGTON CITY, U.S.A.

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**SUPPLEMENT ELUCIDATING
CIRCULAR OF INFORMATION, No. 4.**

**THE DIFFERENCE BETWEEN THE TWO
SYSTEMS OF TEACHING DEAF-MUTE
CHILDREN THE ENGLISH LANGUAGE**

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THE
DIFFERENCE BETWEEN THE TWO SYSTEMS
OF TEACHING DEAF-MUTE CHILDREN
THE ENGLISH LANGUAGE.

The principal methods of instructing deaf-mutes in America are two, the sign-language method, and the English-language method. By the former method, deaf-mute children learn from other deaf-mutes and their teachers a peculiar language of motions of the arms and upper part of the body to which they learn to attach signification through usage. This language of motions, or "signs," is acquired by deaf pupils more readily than any other means of communication. It is learned by deaf pupils so readily that it is regarded by many educators as the natural language of the deaf. As a matter of fact "signs" or gestures are no more natural to the deaf child than to the hearing child.

In the "sign-language" method of teaching, the English language is considered a foreign language, and deaf and dumb children are taught this "foreign language" very largely, if not altogether, through translation from the indefinite and crude sign-language previously acquired at school or through association with sign-taught deaf-mutes.

The other method of instructing deaf-mutes is the English-language method. In this method deaf-mute children are not encouraged to learn the sign-language for school purposes, and no attempt is made to translate the sign-language into English. The children are taught to connect objects, actions, feelings, etc., within the range of their experience directly with the appropriate English expression in the written or spoken form from the very first. For instance,—to illustrate the two methods. To teach the English word *cat* to a deaf child, a "sign" teacher would show the child a cat if possible, or a picture of a cat, which would be recognized by the child. The next step would be to direct attention to the cat's whiskers, drawing

the thumb and finger of each hand lightly over them. A similar motion with the thumb and finger of each hand above the teacher's upper lip, at once becomes a sign for cat. The instructed deaf child will be expected to recall the object, cat, on seeing this conventional sign. The child must learn this sign, from a "sign-teacher's" point of view, before he is prepared to learn the English word "cat."

After the sign has become familiar the child is trained to write the word cat on a slate, blackboard or sheet of paper and by frequent repetition the pupil associates the written word with the sign for cat so that the written word recalls the gestural sign and the gestural sign serves to recall the idea, or more strictly speaking, the concept, "cat."

The intuitive, or direct, method called in this country the English-language method, would require the use of the living cat, or the recognition of the picture of a cat, by the deaf child, but would connect the written or spoken word "cat" directly with the object without the intervention of any artificial finger-sign for "cat."

Another illustration. To teach the English word *dog*, by the first method, a real dog is shown if possible, or a picture of a dog, whereupon the teacher presses the thumb and second finger together, snapping them as the arm is drawn toward the body repeatedly, as one might do in coaxing a dog to him, or in arousing a sleeping dog. This is the conventional sign for the object "dog." After the child has acquired this sign he is taught to associate this with the written word "dog." In the intuitive, direct or English-language method the child is taught to write or to speak the English word immediately in connection with the presentation of the living object or a picture of a dog.

It should be remarked that finger-spelling is not the sign-language of the deaf and dumb. In fact finger-spelling was not invented by them nor for them. Finger-spelling affords a finger form for every letter in the alphabet and by means of it English words are spelled out upon the fingers instead of being written with a pen or pencil. Many teachers of deaf children use finger-spelling interchangeably with writing in applying the English-language method which excludes the intermediacy of artificial signs between ideas and their expression in English as useless and harmful.

Wherever the direct, or intuitive method prevails, the English language in its written or spoken forms, or in its finger-spelled form becomes the ordinary means of communication between teachers and pupils, so that every step in instruction in

the school-room requires the use of the English language, which is practically both the instrument and the immediate end of instruction. The ulterior object is, of course, familiarity with the great fund of ideas expressed in printed and written and spoken English. Partisans of the "sign-method" concede the desirability of both the end and the means employed in the intuitive method, though generally they consider the intuitive method impracticable, or at least inexpedient in the earlier stages of instruction.

All so called Oral Schools for the education of the Deaf follow the intuitive method of teaching language.

Some of the largest schools for the deaf in the world, have abandoned the "sign method" in favor of the intuitive method with gratifying results. This method has been adopted by the New York Institution, the Pennsylvania Institution and the Illinois Institution among others.

Some intuitive method schools make free use of the finger alphabet, or the spelling out of English words on the fingers as the ordinary means of instruction in school instead of following out the slower process of writing out the words with pen or pencil. This is sometimes called the Rochester Method, on account of the prominence given to finger spelling in the Western New York Institution. Of course any deaf person who can finger spell what he wishes to say can also write the same thing in English, and the deaf pupil who has mastered English through finger spelling has no difficulty in understanding letters written to him in English, or any printed matter within the range of his capacity.

The intelligent observer will note that the two methods or systems are mutually exclusive.

Of course no pupil can be taught under the intuitive and the sign method at the same time, and it is impossible to combine into one system a method which is dependent upon the "sign" language at every stage of instruction with a method which dispenses absolutely with the "sign" language at every stage in teaching the English language. In the "sign-language" method instructors aim to teach the vernacular language through the intervention of signs, but their deaf-mute pupils acquire a mixture of natural signs, pantomime, conventional signs and finger spelling which become the habitual vehicle of thought and expression, wherever it is possible to use a gestural language, to the exclusion of the English language. The intuitive method dispenses entirely with the crutch of the "sign-language" in the mastery of English.

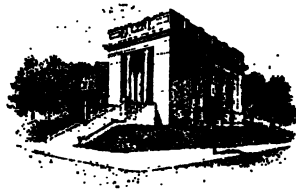
The intuitive system has not been wrought out in all its details, or systematized or reduced to practice in this country, fully enough for the impartial observer to decide upon its merits from every point of view, but it is constantly gaining ground as a system and at the same time it is revolutionizing the practice of schools formerly committed to the "sign" method of instruction.

The only aim of this paper being to state the fundamental difference between the methods or processes of teaching deaf children the English language as practiced in America at the present time, no statement is herein attempted of other differences in systems more striking to the superficial observer but less radical in character.

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CIRCULAR OF INFORMATION.

No. 5.

INTERNATIONAL REPORTS

OF

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AND TURKEY.**

**Communication addressed to Dr. J. C. Gordon, President of Department Sixteen,
at the Annual Meeting of the National Educational Association, held in
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ARGENTINE REPUBLIC.

Director GABRIEL CARRASCO in “ *El Sordo-Mudo Argentino* ” for March, 1898.
(Condensed).

THE LAST CENSUS.

The total number of deaf-mutes within the limits of the Republic, as returned by the census of May 10, 1895, is 5,627, divided as follows :

Native (Male).....	2,623	
(Female).....	2,468	
		5,089
Foreign (Male).....	347	
(Female).....	191	
		538
Total.....		5,627

The proportion to the whole population is 142 in 100,000.

The first question that arises from the consideration of these figures is this: Has the number of deaf-mutes increased or diminished since the census of 1869?

In the interval between the two periods there has been an absolute decrease of 999, which, in itself, is a gratifying result. But if we consider the figures in relation to the whole population and its greater proportional increase, the diminution is still more pronounced.

In 1869, for each 100,000 inhabitants there were	380
In 1895, for each 100,000 inhabitants the deaf-mutes were	142
Proportional improvement.....	238

That is to say, the number of deaf-mutes is less than half what it was a quarter of a century ago.

Specialists in medicine and hygiene have an important subject for study in the results as tabulated in the census. It is possible and even probable that ameliorations in hygienic conditions, which have been introduced during this period, have had a decided influence in diminishing the number of deaf-mutes.

But, furthermore, we can point out as one of the most potent causes of this diminution the increase in the foreign-born population, and its influence upon the nation. The immigrant is generally adult, strong, vigorous in constitution; the weak and sickly do not emigrate, as they are not equal to the struggle for existence, which is the direct consequence of leaving one's native country. A proof of our assertion is furnished by this, that the number of deaf-mutes is less in those Provinces in which the foreign population is greater.

The maritime Provinces, which have received the largest accession of immigrants, have the smallest number of deaf-mutes; and where foreigners are relatively fewer there is a corresponding increase in the number.

I believe that the statement of this fact should lead to a serious investigation, to throw light upon the causes of the evil, and to find the remedy, so far as it depends upon the will and power of man.

As compared with other countries, the proportion of deaf-mutes in the Argentine Republic is very high, being surpassed only by Switzerland, and almost equalled by Austria and Hungary.

AUSTRALIA.

Reported by SAMUEL JOHNSON, Superintendent South Australian Institution for the Blind and Deaf and Dumb, BRIGHTON-ADELAIDE.

About 250 pupils received instruction in the Australian deaf and dumb institutions during the year 1897. All the schools show an increase, and additional teachers have been appointed. The Superintendent of the Queensland Institution, after visiting the New South Wales, Victorian, and South Australian Institutions, advised his directors to introduce the Oral Method into their school. This has been done and Mr. T. R. Semmens, a teacher in the Victoria Institution, has been appointed head teacher.

A new school for the deaf has been opened in Perth, Western Australia. Mr. H. H. Witchell, late head assistant in the Victoria Institution, is superintendent and Miss Thomson, a teacher from the same Institution, is matron and teacher. The American Combined System with single-hand alphabet is used. This school promises to have a great future before it, those at its head being well qualified teachers of the deaf.

The Institute for the Adult Deaf in Adelaide has been completed, and it now comprises a church, social hall, reading room, library, office, dwelling-house, lavatories, &c. The whole cost has been defrayed by public subscriptions.

According to the last annual reports, all the Australian institutions for the deaf and dumb are well equipped, liberally supported and doing excellent work.

HISTORICAL ADDENDUM.

Extract from the Thirtieth Annual Report of the Sydney, New South Wales, Institution for the Deaf and Dumb and the Blind for the year ending September 30, 1891.

At the close of the third decade in the history of the Institution it seems an opportune time to take a retrospective view of the events that have occurred, and the progress that has been made, since the Institution was established.

The honor of the initiation of a school for deaf and dumb children in this country is due to the united zeal and perseverance of Mr. G. A. F.

Lentz and Mr. Thomas Pattison, who, for a period of twelve months, carried on privately their philanthropic work.

Mr. Pattison, who was deaf and dumb, had passed 23 years of his life in the Edinburgh Institution as assistant master, and came out to this country with very high testimonials from the directors of that Institution.

The school commenced as a public charity on the 1st October, 1861, under the patronage of his Excellency Sir John Young. The Rev. George King, M. A., was the first president; Mr. H. Selby, treasurer; Mr. E. S. Wilson, secretary, and Dr. George Walker, medical officer. There was also a committee of ten gentlemen, viz., Messrs. Maurice Alexander, John Caldwell, John Frazer, W. Hanson, G. A. F. Lentz, H. G. Lloyd, William Love, F. R. Robinson, Rev. Dr. Lang, and Rev. Dr. Woolley. Some of these took great interest in the Institution for many years, but the only one now associated with the management is our respected senior Vice-President, Mr. F. R. Robinson.

The Institution opened with seven pupils. This number was increased afterwards by the admission of thirteen others, making a total of twenty under instruction during the first twelve months. In the following year Mr. Ellis Robinson became hon. secretary, and has occupied the position ever since, using his best endeavors for the Institution, and devoting much time and energy to the management of its affairs.

BRAZIL.

Condensed from a report to the Minister of the Interior, by Director DR. JOÃO PAULO DE CARVALHO, of the Instituto dos Surdos-Mudos, RIO JANEIRO.

On the decease of Dr. Tobias Leite, August 4, 1896, Professor Dr. Joaquim Borges Carneiro assumed temporary charge of the Institution, until February 18th of the following year, when he was succeeded by Dr. Joao Paulo de Carvalho, appointed permanent Director by decree, dated February 15, 1897.

On entering upon his duties the new Director at once set about to place this Institution upon a level similar to those of Europe and North America.

Fully persuaded that all deaf-mutes can acquire articulate speech, except possibly those in whom the defect is symptomatic of cerebral lesions affecting the intelligence, or which interfere with the encephalic motor centres, his first care was to re-establish the course of articulate speech and lip-reading, which had been suspended since 1889. The Institution, however, is conducted upon the Combined or Eclectic System, the Director coinciding with the action of the Convention of American Instructors of the Deaf, held in California in 1886, declaring that all methods of teaching should be employed, and all legitimate means should be used, to advance the instruction of deaf-mutes.

This Institute practises both industrial training and academic instruction. The school term embraces six years, during which pupils gradually learn to read and write their native language, Arithmetic, Geometry, Geography, and Brazilian History. Ideas of things are acquired by the sight of objects, instruments and apparatus, with which the school museum is abundantly supplied. Instruction in manual training is given orally in two workshops—the shoeshop and the bindery. In the first, all shoes required for the pupils, and even some for the trade, are made. In the second, which has been much enlarged, the Government publications are bound, and work is also done for private parties, the output amounting to about 600 volumes per month. Both of these shops are directed by experienced foremen. The products are appraised, and half of the sum at which they are valued is returned to the Federal Treasury, to indemnify it for the materials supplied, whilst the other half is deposited in the Savings Bank, and credited to the individual pupils, who, on leaving the Institution, can draw the amount deposited to their credit, including interest.

Instruction in agriculture is given on the farm of the Institution; this has not yet received the development which it deserves.

The Institution can accommodate from 80 to 100 boarders, and an unlimited number of day-scholars. At present there are 35 boarders, as the annual grant is estimated for the support of that number.

From 1862 to 1895, the Institution trained 97 students, who duly graduated, some as farmers, others as shoemakers, and others as bookbinders. The last named were the most numerous.

Until 1873, the Institution admitted females, some of whom completed the course of instruction. Owing, however, to the numberless inconveniences that attended instruction of both sexes in common, the Government concluded finally to receive only males.

The property of the Institution, in 1896, including its real estate and invested funds, was valued at 222,347\$333, or \$111,000. This endowment will shortly be increased by additions from the receipts of various lotteries, the profits of which are to be distributed among benevolent institutions, among which is included the Institution for Deaf-Mutes at Rio de Janeiro.

The annual visitation by the Honorable Minister of the Interior and distribution of premiums by the Minister of Justice, took place December 4, 1897. The achievements in oral work and manual skill elicited commendation on the part of the Government officials, and apparently the condition of the Institution proved highly satisfactory.

FRANCE.

Reported by Prof. AD. BÉLANGER, Librarian of the National Institution for the Deaf in PARIS.

The majority of French schools for deaf-mutes instruct their pupils by ~~oral~~ oral method. There are only a few schools, and these are small and

poor, which, to their own great regret, still employ the old-fashioned method. As is well known, the radical transformation in our manner of teaching began in 1879, at the Institute of Bordeaux, and then at Paris in 1880, where, under the impulse of M. Claveau, Inspector General, and Th. Denis, Chief of Bureau, the resolutions of the International Congress of Milan were confirmed by the action of the Minister of the Interior.

No new school has been founded in 1897; in fact it appears that the number of deaf-mutes in our country is decreasing, thanks to a better system of hygiene applied to the diseases of children.

All efforts seem to tend towards a more general employment of the auricular method of educating deaf-mutes. The experiments made with the aid of the Verrier (Audigène) instrument may be recalled to mind, as we discussed them fully at the time, in the *Revue Française*.

A new apparatus, the Microphonograph, invented by Dr. Dussaud, of Geneva, and improved by Dr. Jobert and M. Berthon, has been under investigation for some time, and is at present being tested at the National Institution in Paris. At present it is impossible to give a decided opinion as to the result. Great hopes are entertained of this instrument by the inventors, and they have the support of many eminent practitioners, among whom is Dr. Laborde.

The National Institute of Paris was honored on the 13th of January, 1897, by a visit from His Excellency the President of the Republic, F. Faure, who desired thus to render a testimonial of esteem and encouragement to the general body of teachers.

A society to aid former scholars and to procure employment for them has been founded under the honorary Presidency of the Minister of the Interior.

The direction of our National Institution in Paris has lately been confided to M. Désiré Giraud, Secretary of Mr. Monod, the Director of Public Health in France, and Mr. Dubraule, Censor of Studies, has been appointed Director of the National Institution at Chambéry.

In addition to a circular concerning the school of Paris, published on the occasion of the President's visit, the valuable library of our Institution has just issued the first part of its catalogue, prepared by Mr. Ad. Bélanger, the Librarian.

The new Institute, founded a few years ago at Asnières, a suburb of Paris, has purchased, for 9,000 francs, the library of Mr. A. Valade-Gabel, formerly of the school of Paris.

Among recent publications we notice "Speech as traced by the Phonograph," by M. Marichelle, and "The teaching of Speech at the National Institution of Paris," by Mr. Dupont. "The International Review of Deaf-Mute Instruction," ceased publication a year ago.

GERMANY.

Reported by Director W. REUSCHERT, of the STRASSBURG Municipal Institution for the Deaf.

The number of schools for the deaf in Germany has virtually remained unchanged during the past year. The school at Koenigsberg, Prussia, heretofore a private institution, has been incorporated with that of the Municipality or Province, and the private institution in Dinglingen, near Lahr, (Baden,) has been suspended.

The salary question has been considerably agitated and discussed in the various periodicals. Although the salaries of teachers in Southern Germany are, on the whole, considerably less than those in the Northern Provinces, especially Prussia, it is to be noted, that in this matter the activity of the teachers of the North far exceeded that of those in the South.

One periodical, the "Hephata," has suspended publication, whilst in Rostock, Mecklenberg, a monthly magazine for the deaf has made its appearance.

In regard to the instruction given, it is to be noted that the Royal Government of Bavaria has instituted in all of its institutions methodical aural exercises with a view to improve the hearing power according to the system of Dr. Urbantschitsch in Vienna, and Dr. Betzold in Munich. This aural feature of instruction has, however, by no means been deemed by teachers, generally, as successful as its advocates would claim, and to instructor Heidsiek is ascribed the assertion that only for semi-deaf can it be said to prove advantageous.

It is undeniable that the views of Gallaudet and Heidsiek in regard to a combination of oral methods with signs has many adherents among the deaf and also in some institutions. What the outcome will eventually be, remains to be seen, as the subject continues to be discussed, not only in professional papers but also in some of the more widely read journals, such as the *Frankfurter Zeitung*.

It should further be noted here that the convention of teachers of the deaf during the past year, in Dresden, resulted in the organization of provincial societies of teachers in Northern Germany, such as have existed for years in South Germany.

In conclusion, I would mention that the accomplished teacher, Mr. G. Neuert, of Gerlachsheim, has just issued a very carefully prepared pamphlet, entitled "Deaf-Mutism in the Grand Duchy of Baden," which is to serve as introductory to a larger work in preparation under the title of "European Manual relating to Deaf-Mutism in all its Branches."

GREAT BRITAIN.

*Reported by Headmaster RICHARD ELLIOTT, L. H. D., of the OLD KENT ROAD, and
MARGATE Institutions.*

The year 1897 has on the whole been one of progress in the education of the deaf in England and Wales. The great factor to be taken into consideration now is the action of the government, through the Education Department. The work is, as yet, neither fully organized nor completely developed; but, after many efforts and long waiting, the main point has been secured—ITS RECOGNITION AS A PART OF THE SCHEME OF GENERAL EDUCATION FOR WHICH THE NATION MAKES PROVISION. The magnitude and importance of the work demanded this, and experience fully proved that nothing short of it could meet the urgent necessities of the case. And there is every reason to hope that a way has been opened which will eventually lead to the most complete amelioration possible of the present condition of the deaf, and that in all respects this class in our country will soon be equal, in educational privileges to those in any other.

The Act of 1893 has been working steadily and successfully; and there has been manifested on the part of the Department which administers it, an evident desire that its provisions shall be applied in such a way as shall conduce to full success, and in the raising of the educational standard to a satisfactory point. Speaking generally, there has seemed to be a full desire to recognize good work, and to interfere as little as possible with methods and measures which can be shown to have produced good results. In a great measure, the smooth relations established by these means between the central authority and the various schools are due to the genial tact, urbanity, and receptiveness of Her Majesty's—I regret to say—*late* Chief Inspector of Schools, the Rev. T. W. Sharpe, to whom was entrusted the onerous task of superintending the commencement of this new educational department of the government. Although, in the opinion of many of us, much would have been gained, in view of the special requirements of deaf-mute education, by entrusting the organization and direction of the initiation of the work to a competent expert, yet, failing such an arrangement, it will be conceded, on all hands, that no one could have carried out these duties more successfully or with greater acceptability. His retirement is a matter of sincere regret to all the teachers of the country, alike of the hearing and of the deaf, whose cordial esteem he has gained, and he has their hearty wishes that he may enjoy his well-earned rest for many years. It is to be hoped that all who may be called upon to perform the work he did will realize the fact, which is so difficult for those to learn who have not actually taught the deaf, that this department of education is a speciality, not to be judged by ordinary standards, nor treated by ordinary methods. Readers in America will, perhaps, hardly understand the great power and the important nature of the functions of the Education Department, and

their Inspectors, in this country. Whatever they may decree, be it possible or impossible of performance, calculated to make for progress or otherwise, must be attempted and done in some fashion or other, or the "grant" will either not be given, or seriously diminished, and the certificate entitling the school to assistance withheld. There is practically no appeal from the judgment of "My Lords"* of Committee of Council on Education; and their proceeding in the past, in regard to elementary education, have, at times, been directly inimical to it—at any rate, in the universal opinion of the teachers. Under such circumstances, it becomes a matter of vast importance to a work like ours, generally misunderstood, and never fully realized by the great majority of people, that the responsible utterances on it, embodying judgments and prescribing conditions, that will be certainly considered as authoritative, should be those of correct knowledge, wisdom, and discretion. If the two latter are present, as we have every reason to hope they are, and as they have been hitherto under the sound administration of Mr. Sharpe, we may hope, in time, to secure, also, the former. Up to the present, what has been done has been mainly of a tentative character; credit has been freely, and no doubt justly, given for the evidences of work shown, and the improvement of faulty conditions, mainly of building construction, is nearly all that has been insisted on. It may have been, that, had a more liberal and specialized treatment prevailed, a complete and effectual national scheme of deaf-mute education might have been, by now, established, equal in efficiency to any in existence elsewhere. We have, however, to take matters as we find them and can but express the hope that the experience necessary for this end may be speedily gained by those who are entrusted with the control, and that, in gaining it, there may be a minimum of crude experimenting and of consequent blundering. There is no doubt that those who have had for so long the actual doing of the work have been considerably to blame, if the public in general have discredited their opinions and given scant attention to their requirements. Although a comparatively small body, they have spoken in so many differing ways, have so much discredited each other's efforts and systems, that, being unable to agree among themselves as to what is required, they have naturally lost in a great degree their authority as experts. As a result the bewildered public has been left to its own devices to endeavor to discover the truth. It is earnestly to be hoped that teachers may henceforth unite their efforts in the endeavors to advance the best interests of education, and that this senseless strife of systems and methods may entirely cease.

The whole of the agencies for the education of the deaf in this country, with one exception, have come into connection with the government, and partake of the provision made by it. The exception is the oldest school in the country, the Asylum for the Deaf and Dumb, London and Mar-

* To avoid conveying a false impression, it may be said that this body, though so styled, does not necessarily nor principally consist of noblemen,

gate. The provision consists of a direct sum of £5 per head, paid by the Education Department, consequent upon the passing of a satisfactory examination, by H. M. Inspector, in intellectual subjects and manual training. In addition the provisions of the bill allow public educational authorities to send children to certified schools at a sum per head per annum, which shall include payment for board and lodging, as well as education, at the charge of the rates. Day classes may also be established, in which the education of the deaf is paid for by the rates as part of the general scheme of education of the country. It is in the latter way that the great increase in the numbers of the deaf attending school which the last decade has witnessed has come about. By it the School Boards seek to save the expense of providing for the lodging and maintenance of their pupils. But some, with a conviction that a more efficient education can be given by Institution training, have waived the merely economical consideration and send their children to one, notwithstanding the extra cost entailed. The act gives power to educational authorities to build and establish institutions of their own at the public cost. During the past year, on May 3, 1897, an institution was opened at Stoke-on-Trent, built by a combination of six contiguous School Boards of North Staffordshire, thus carrying out the above provision. This Institution is built in the most approved way, and has accommodation for 139 blind and deaf children. In April, this year, there were 50 deaf in residence. This school is interesting from the fact that it is the first residential Institution in this country built from public funds. In Bristol, too, a house has been purchased out of the rates, designed to accommodate 40 deaf pupils as residents. Leeds also has moved in the same direction, and is now making residential accommodation for 49 of its deaf pupils.

The School Board for London, with its five to six hundred pupils said to be in attendance, for a long time maintained some of them in the late Rev. Dr. Stainer's homes. The committee of this board expressed strong views some time ago on the general inferiority of the non-residential to the residential system; and they had actually acquired a site and were about to commence building a boarding-school for 150 children. This undertaking at that particular spot, however, fell through from difficulties outside the board itself. But the board have recently bought a large building at Homerton, formerly used as a training college for elementary teachers, and are altering it to suit the requirements of an institution for the deaf and blind. The children withdrawn lately from Dr. Stainer's homes have been placed out under foster parents in selected localities within convenient distance of the schools, and this practice has been followed in other large centres of population under the powers of the act.

An act of Parliament of the nature of that passed in 1893 must necessarily take some time to make its influence fully felt throughout the country, so as to meet the necessities of every case. No doubt there are defects in it, which in some cases press rather heavily; but if there were many more than actually exist, it would still be a matter for sincere con-

gratulation that there is at length a provision made to supplement former shortcomings; and we may reasonably hope that in the near future all deficiencies in its provisions will be made good. A good deal of criticism was offered on the working of the bill at the Glasgow Conference last summer. The point most strongly insisted upon there and elsewhere as inimical to the charitable institutions and to education generally has been the requirement in the act that "not less than one third" of the cost of their maintenance shall be "defrayed out of sources other than local rates or moneys provided by Parliament." This must of necessity heavily handicap most of the institutions not exclusively supported by the rates, inasmuch as the gaining of the required proportion from charitable contributions is exceedingly difficult and will become more so as the knowledge spreads that full public provision may be claimed for the education of the deaf. The tendency of this provision, if it be not rescinded, will be to involve some of our oldest and best institutions in a precarious existence. And no liberality in enforcing this stringent condition has been shown in their favor. For the contributions required by the act to be made by the parents of the children where they are able to make any, and which are paid through the school authorities, are not allowed to form a portion of the "one third." To make the maintenance of these institutions still more onerous, they are not exempted from rates and taxes, as are the public elementary schools. And further, the sum given per head upon examination by the Central Government has been claimed by some School Boards and paid to them as a set-off against the annual charge made for the education and maintenance of the pupils they send. By the report of the Liverpool School for the year 1896, it appears that of the Government grant received by that institution of £687 15 0, £391 11 3 was paid in this way to various school authorities. It will thus be seen that the measure, which we were so glad to get, is not yet all that is desirable, in its support of education for the deaf.

The Department has been approached by the National Association of Teachers of the Deaf, and by others, with the view of abating the stringency of the "one third" clause, but hitherto without success. This injurious feature does not exist in the Scotch bill, and it is hoped it may soon be removed from ours, so that the institutions may have free scope to continue the beneficent work they have for so long carried on.

As compared with the institutions of America, the average cost of education per head in our country is small generally. It appears that the maximum sum paid per head by school authorities is £25 per annum. But even in our economically managed institutions this does not suffice for the whole cost, and the remainder has to be supplemented by charitable contributions, by dividends on funded property where any exists, and by the Government grant on examination. It is true that our pupils' age is younger than in the American institutions, and that trades are not taught in the complete way with us as in them; but with the exigencies of the *Government* requirements, and the better recognition of the teachers'

services demanded, expenses must still rise. But a further and more liberal view of the requirements of education, will no doubt eventually cause an increase in the sum which is now paid per head by the educational authorities. This may, perhaps, lead to the further extension of the day-school system on the part of town school boards, as being a less expensive means of meeting the liability imposed by law. It is to be hoped that the Education Department may intervene in cases where there are not a sufficient number of children to grade satisfactorily, and so to supply one of the necessary conditions of an efficient education.

The report of Her Majesty's Chief Inspector, the Rev. T. W. Sharpe, on the Certified Schools for Deaf Scholars for the year ending 31st March, 1897, was published in August last. It has been widely quoted and commented on, so that it will not be necessary to consider it here at any length. It states that some school authorities have done very little in the direction of fulfilling their responsibilities; and the implication from this must be that some children are still without the means of education. This of course is very well known to the profession from actual knowledge. A return will be required from each district, of every deaf child between the ages of 7 and 16 years. Mr. Sharpe thinks "the people of England will not grudge the sum required for their instruction." According to the statements made by several speakers at the Glasgow Conference, there must be some school authorities most reluctant to use the powers they possess when it involves the spending of money. It is to be hoped that due pressure will be put upon these when discovered. Mr. Sharpe, in discriminating between day classes and boarding institutions, speaks of the absolute necessity for the latter with country cases, and also in that of the undesirable surroundings of deaf children which may exist in the towns. He pays an indirect and flattering tribute to the way our institutions are managed when he mentions the institution's "kindliness of home."

In regard to the considerable number of feeble-minded deaf children, he thinks "it is imperative," from considerations he mentions, "that they should be attached to the ordinary institution."

He puts in a strong plea for a higher payment of teachers than at present exists, and speaks of their work that as it is one "which requires special science, special patience, and special devotion, it ought to be remunerated at a special rate."

Two important points Mr. Sharpe brings forward in his report, viz., the provision of properly trained teachers, and the encouragement of speech out of school. The proposal, made formerly, to add a third year's training in a college for deaf teachers to the two years' training given in the colleges for ordinary teachers, he acknowledges does not seem likely to be fulfilled in bringing ordinary teachers into our ranks. He speaks, then, with favor of a system of pupil-teachership as an alternative, and in regard to the latter point he thinks that the practising of speech out of school in some schools and institutions is carried out very imperfectly, and that the oral teaching is in danger of being discredited thereby. No recom-

mentation is made as to how such needed encouragement is to be given.

On the whole this report may be looked upon as that of an astute and careful observer, with a kindly sympathy with and a considerable amount of knowledge of the work he has supervised. The recommendations will have great weight, from the eminence of the person from whom they emanate, and from his official position. There is nothing in them, so far as the present writer can judge, that the most captious can object to.

To the report is added a list of the schools certified from the reception of deaf scholars, and various statistical particulars concerning them. As one of the principal reasons urged for the establishment of state aid was the insufficiency of the means for the satisfactory education of all the deaf of the country, it will be interesting to see how far the defect has been remedied. We shall get considerable assistance from these tables in such an inquiry. By the report there were in the schools receiving aid from government 1,789* places for day scholars, and 1,744 for boarders. If the 380 places provided by the two institutions of the Asylum for the Deaf and Dumb, not included in the list, be added to that of the boarders, we have a total of accommodation for 3,913 pupils, or deducting 150 places† in Dr. Stainer's homes 3,763 places. A few places must be added for children taught privately or in private schools.

In the Report of the Conference for 1885, the number of pupils stated to be in attendance was 1,412 boarders and 529 day scholars‡—1,941 in all. There appears thus to be a most gratifying increase in the amount of accommodation provided for pupils since then.

But since 1895 the case is not quite so clear. The table appended to the Report of the Conference held in that year shows a total of 1,880 boarders and 1,437 day scholars in actual attendance—3,317 in all. It is probable that in the case of the day schools the numbers given in this table referred, in some instances at any rate, more particularly to the amount of accommodation provided. The only safe test would have been to have stated the attendance on a given day; or the average attendance, or the highest attendance in each case would have given a safe basis of comparison. The latest estimate of attendance, that obtained by Mr. Addison, of Glasgow, for his lecture to the Glasgow Philosophical Society on 20th April last, is 2,973, which is not an increase at all, if the above figures are reliable. By the report we find the numbers on the books of the certified schools inspected during the year ending August 31, 1896, were 2,459, which added to 350 in the Asylum for Deaf and Dumb is 2,809. But this does not bring our figures into harmony, nor do the

* These figures are obtained by adding up the details of accommodation in the various schools contained in the list dated 31st March, 1897.

† These were merely boarding-houses for the children whose school places are reckoned in the London School Board classes.

‡ There was then very little if any more accommodation for pupils than for the number stated to be in actual attendance.

numbers present on inspection day in 1896, stated to be 2,294, which plus 350 as above gives an attendance of 2,594.

There can be no doubt that the accommodation has increased considerably during the last two years, and, notwithstanding the discrepancy between the above figures, we believe the attendance has also. But we still find some complaints of the removal of children from instruction before the age fixed, and there are indications, too, that the rules of the trades unions as to apprenticing boys who have arrived at the age of 16 years press unfairly on the deaf; and this, if they cannot be modified, may make parents unwilling to keep their children the full time required by law. The law is compulsory that children shall stay under instruction until 16 years of age, but it appears that it is not difficult to evade it.

In regard to the quality of the instruction given under our new conditions, there is probably a greater diffusion of education, but it cannot be expected that we can produce pupils with a higher degree of advancement than some of those who have been educated in the past, and who have remained a sufficient time under instruction. In many cases we have been satisfied with the progress made, and have regretted that the same exceptional conditions that caused this happy result could not be more widely diffused. Some of these conditions may now become normal; and the numbers of those who will receive what may fairly be called "a good education" will, we trust, be a satisfactory increase on the past. But we have still no provision for education, where education is desirable, beyond the age of 16 years. Payment by public funds ceases at that age, and we are still looking for those means by which, in suitable cases, higher education can be given.

Some dissatisfaction has been expressed by the apportionment of the amount given upon examination by the Education Department, which is three guineas (£3 3 0) for intellectual and two guineas (£2 2 0) for industrial education, and the time devoted to the latter—a minimum of four hours per week out of the school-time—is felt by some, especially in the day classes, to be out of proportion to its importance to deaf children of the age that are found in them.

The question of rival systems has happily been put into the background among instructors of the deaf. Extravagances in praise or dispraise are disappearing in face of more exact knowledge; and although the tendency on the part of the authorities is to push forward oral education, it seems to be well recognized by all that there is a proportion of the deaf to whom it is inapplicable. According to Mr. Addison's late enquiries, the numbers taught by the various systems are as follows: England and Wales—oral, 2,302; manual, 454; combined, 112. But figures, such as these, follow a somewhat rough classification, and, as there is not as yet any authoritative definition of the terms, too much reliance cannot be placed on them.

In regard to the rank and file of the teachers, the numbers, quoting

from the above-named source, do not seem to be unsatisfactory, consisting they do, as stated, in England and Wales, of 93 men, 198 women, and giving an average of 10 and a fraction pupils to each scholar. It will be seen that the ladies far outnumber the other sex. Without entering into the question of respective qualifications, this preponderance is, no doubt, due to the comparative cheapness of female labor. Every one in the profession will reiterate the plea for increased remuneration put forward in the government report. As has been shown, the plan of training ordinary elementary teachers for service in schools for the deaf has, so far, been inoperative. The two special colleges still continue their work, as efficiently as heretofore, and the College of Teachers has continued its examinations, having granted its certificate, after examination, to a majority of the teachers of the kingdom.

An effort has been made to combine all the teachers of the deaf into one body, having its headquarters in London; nearly 200 have joined, and the National Association of Teachers of the Deaf has already made its influence felt on the work. It held its first conference in Glasgow last July and had the honor and pleasure of welcoming several eminent educationists from America to its meetings. It is much to be regretted that the report of its proceedings has not yet been published.

It is hoped that what is here offered in this brief report may be found to substantiate the statement made at its commencement; and that, in face of the handsome and complete provision made for our work in America, we too, not yet able to compete with it in this respect, may be found to be in the path of progress, and may also claim to make the best use of the provisions afforded us in alleviating the consequences of one of the saddest deprivations human nature knows.

HUNGARY.

Reported by Director GRUENBERGER, of the Institution for the Deaf at BUDAPEST.

There are six institutions for the instruction of the deaf in Hungary, viz., two in Budapest and one each in Waitzen, in Kolosvar, in Temesvar, and in Arad. In addition, institutions are in prospect in two other cities. During the past year 409 deaf-mutes have been educated in these schools. The proportion of deaf-mutes under instruction is comparatively small; it should be taken into consideration, however, that their education at present has really only commenced. It is true that the institution in Waitzen was founded upwards of 90 years ago, but it remained the only school until some 22 years ago, when others were established. The school at Waitzen is the only State Institution, and has the largest number of pupils; 91 of its pupils board in the institution, while 73 of its 164 pupils are boarded out in families and receive their instruction in school; it is, therefore, partly a boarding and partly a day school.

The instruction throughout Hungary is given orally in the Hungarian language, and at Waitzen, for the term of 8 years. The age of pupils in this latter school ranges from 7 to 18 years; they are largely either Catholic or Protestant, only 4 being Israelites. The expenses of this school for 1897 amounted to 54,425 florins.

The next largest institution is the Israelitish school at Budapest; it was founded 1874 by a benevolent citizen, who devised in his will 400,000 florins for that purpose. With this sum the building was erected and furnished, and in the year 1877 the school was opened with 29 pupils. Israelitish citizens, by contributions and legacies, have enabled the institution to provide for 104 pupils, all of whom, except 7, are of Jewish confession. This is exclusively a boarding-school. No manual training is given at the school, and pupils after leaving the school, return to their parents, where they usually select some trade. Such of the pupils as are orphans and without homes are provided for upon leaving school by the Israelitish Workingmen's Aid Association, which gives them an opportunity to learn a trade such as the Director considers them best fitted for. The pupils are instructed in eight divisions, by five male teachers and three lady teachers, under the supervision of the Director. It may be well to note here that this institution is the only one in Hungary which admits women as teachers. All other institutions confine themselves entirely to male instructors. The school term is six years, and in exceptional cases the Director can extend the same one or two years. The Hungarian language prevails for instruction. In the higher classes, however, the German language is also studied. The curriculum is the same which pertains in the public schools for children from the ages of 6 to 12 years. Admission is only permitted between the beginning of the eighth and that of the tenth year. The Board of Directors prefer admissions between the eighth and ninth year. All pupils who can conveniently, after study hours, be manually employed, are provided for accordingly. Parents and guardians of pupils able to pay are charged from 100 to 400 florins annually. All other pupils are provided for, either by free scholarships, legacies, or from the funds of the institution.

Of the other four institutions, supported by the State, to the extent of the payment of salaries to the teachers, it will be proper to say, that the institution at Kolosvar is indebted to Gera Szvacsina, a prominent official of that city, who made it his life-work to provide an institution for the deaf of his city and vicinity. By dint of perseverance and enlisting the coöperation of his fellow-officials, he finally succeeded to such an extent that the institution now occupies its own building and provides education for 46 inmates. This institution admits pupils only biannually. At present, it comprises four divisions, instructs its pupils by means of the Hungarian language, and its curriculum, on the whole, is the same as that in the public schools. Four regular teachers are employed, in addition to which special instructors are availed of for drawing and various mechanical trades.

The school at Temsevar is a day-school, for both sexes, and was established by Superintendent Karl Schaffer, of the municipal public schools. At present, instruction is given to 49 pupils, in a building specially provided for the purpose. Pupils here are also admitted biannually; its four classes comprise 29 boys and 20 girls.

A day-school for the deaf was opened in Budapest at the beginning of the present public school term. The State pays the salaries of the teachers, whilst the city defrays all other expenses. This school is attended by 35 pupils, who are instructed by three teachers.

The school at Arad is attended by 11 children, who are instructed by one teacher, paid by the State.

INDIA.

Reported by Principal J. N. BANERJI, of the CALCUTTA School for the Deaf.

Of the two hundred thousand deaf and dumb in India, only about 50 are under instruction in two small schools,—the one in Calcutta and the other in Bombay. Both the people and the deaf themselves believe that they are incapable of receiving instruction. Neither have ever seen an educated deaf-mute. It is a part of my regular duty to encourage my disbelieving pupils, by showing them pictures of western institutions, their pupils and teachers, and to convince them that they also can learn to read and write like the deaf of England and America. But to convince the parents is more difficult. Firstly, because they generally believe that deafness, or rather muteness, and feeble-mindedness go together. Secondly, because the Hindoo looks upon it as a visitation of Heaven, and the result of one's misdeeds in his previous life, and should therefore be patiently borne. In verification of this view I would state that the father of a deaf boy went so far one day as to say that possibly I was inviting the vengeance of God upon myself by trying to give speech to the deaf, believing, as he did, that it was God's desire that they should remain mute, as punishment for misdeeds in their previous lives.

In a country like India, where begging is not considered a crime, and where social sentiment encourages almsgiving, it is but natural that a very large number of the deaf should resort to this abominable mode of livelihood. They have therefore no standing in society, are looked down upon and despised, treated more like lower animals than human beings, are actually hooted at in imitation of the ugly sounds they utter, and have even been pelted with stones by gangs of roguish children. No evidence is anywhere to be found of their having received any education whatever during Hindoo or Mahomedan times. Even at the present time both Hindoo and Mahomedan law deprives them of the right of inheritance.

Just previous to the commencement of the year 1897 a small class for deaf-mutes was opened in connection with the "Sarah Tucker College" at Palamcotta in the Tinnevely District (Madras Presidency) by Miss

Swainson, a missionary of the Church of England, Tenana Mission. The report of the school is very interesting. It says: "In their own homes these poor children are regarded as having no intelligence, and are sadly neglected, and yet it is wonderful how their minds and hearts opened during the short time since the class was formed."

The two schools at Calcutta and Bombay are maintained by government grant, municipal aid, fees, and private charity. But the Hindoos and Mahomedans, although noted for their private charity, know little of your organized charity. Consequently the efficiency of institutions like these depend largely on the amount of interest the government takes in them. While the local governments aid the two schools above mentioned with small monthly grants, they are unwilling to assume their control and entire charge. The present, however, is indicative of hopeful signs for the future, as educated people are manifesting an increasing interest in the matter. Despite of the many difficulties we have to contend with in upholding the cause of the deaf, their prospects seem brighter here than are those of their similarly afflicted brethren in China. All honor to that saintly lady who there solely and alone devotes her life to them.

ITALY.

Reported by PROF. G. FERRERI Vice Direttore del R. Istituto Pendola dei Sordomuti, Direttore del Periodico "L'Educazione dei Sordomuti." SIENA.

Although the problem, *how* to extend the benefits of instruction to *all* deaf-mutes, still remains unsolved, nevertheless it can be truly affirmed that the year 1897 was one of progress in the history of the sacred cause. Many facts justify this claim for 1897, and I will now briefly mention the principal ones:

1. Through the persistent investigations of Dr. Ottolenghi, of the University of Siena, and of his assistant, Dr. Rossi, studies have recommenced in regard to the anthropological anomalies of deaf-mutes.

2. The Milanese Committee organized to promote education among deaf-mutes proposed the meeting of a Congress in aid of this object, and this praiseworthy project resulted in arousing public opinion to lively sympathy for the cause of the deaf-mutes abandoned to ignorance. The Congress, which is to assemble at Milan, April 21, 22, 23, 1898, promises to be well attended and successful; and it is hoped that, in addition to stimulating popular manifestation in behalf of these afflicted children, conclusions will be reached as to the best means of assisting them. Such are the hopes entertained, and they are brought to public attention by advertisements and occasional pamphlets, all of which, however, belong to the history of 1898.

3. The Government, in order to acquire more exact information as to the actual state of deaf-mute education, instituted in 1897 a statistical enquiry on the subject; the results have not yet been made public.

4. In the Chamber of Deputies the friends of the deaf-mutes have again made their voices heard, urging the Government to provide, if possible, for their education.

5. At the meeting in Rome of the Italian Orthological Congress, Prof. G. Ferreri of Siena, who, as editor of the periodical "*L'Educazione dei Sordomuti*," was at the head of the scientific movement in behalf of that branch of Pedagogy, introduced to the notice of the promoters of orthology the question of *systematic auricular exercises*, in accordance with the method of Dr. Urbantschitsch of Vienna. No formal discussions of the proposal were had; but the proposer of the question was satisfied with the opportunity afforded him to present to the best disciplined minds of Italy for investigation the merits of the system. In fact, several members of the Congress at Rome, in consequence of the questions presented by Prof. Ferreri, determined to study the theory and experimental results of the system. Contributions on this important subject were made by Prof. Gradenigo of Turin, and Dr. Melzi of Milan.

6. A measure which will be fruitful in efficacious furtherance of the cause was furnished by the decree of the Honorable Minister of Public Instruction, issued October 19, 1897. By this decree it is rendered obligatory upon all attendants of the normal schools, who afterwards become the teachers of the public primary schools, to study, as a part of the programme of pedagogy, *the general rules for deaf-mute instruction*. This wise provision of the Minister will speedily cause all the teaching fraternity to take an interest in deaf-mute instruction, and in this way its friends and patrons will be multiplied.

The little work hastily prepared by Prof. Ferreri for the use of the normal schools has already reached the thirtieth thousand, and it can be said that it is the first publication concerning deaf-mutes which has attained to such a circulation in so short a time.

Towards the close of 1897, Prof. Ferreri furthermore instituted a private statistical enquiry, the results of which may be summed up as follows:

Deaf-mutes in Italy.....	15,300
Deaf-mutes of school age.....	4,000
Deaf-mutes attending school (boarders).....	2,299
" " " " (day scholars)...	60

The above 2,299 pupils who are distributed among the 46 existing institutions of Italy are provided for as follows:

At the expense of the State.....	128
" " " " Municipalities or Provinces	733
By private benevolence.....	1,313
By their families and guardians.....	125

It is thus that the year 1897 may be said to have closed with bright prospects. God grant that our hopes may be realized, and that the day may soon come for the general redemption of the deaf-mutes of Italy.

MEXICO.

Director Trinidad Garcia of the National School for the Deaf in the City of Mexico (see "Histories of American Schools for the Deaf," Vol. III) is unable at present, he states, to render a detailed report for the past year, but will do so with pleasure as soon as the state of his health permits.

No material changes, it would seem, have taken place in Director Garcia's Institution since his last report to this Bureau in 1893.

NORWAY AND SWEDEN.

Reported by Mr. LARS HAVSTAD, Staatsrevisionen, CHRISTIANIA, Norway.

The Scandinavian schools have progressed quietly in 1897. No important changes have taken place. Two measures provided for in 1896 may be said to have gone into full effect in 1897. The first is in *Norway*, the installation of a State Inspector for all the schools of abnormal children (deaf, blind, and feeble-minded), in the place of the former local committees of inspection. At the same time, medical specialists were appointed to see to the health and proper care of these children on behalf of the State.

In *Sweden* the Government, in 1896, made a grant to facilitate the transfer of feeble-minded deaf pupils from the several schools to an institution (at Hjorted) specially provided to receive them. While in Norway such children are being educated by the oral method, they will in Sweden be educated by the manual method. But this promises in no long time to be the only remnant of a method once prevalent, and, in fact, almost the only one used in Sweden.

We have for some time been preparing for the fourth Scandinavian meeting of teachers of abnormal children to be held at Copenhagen, July, 1898. The former meetings were held at Christiania, 1884, Stockholm, 1876, and Copenhagen, 1872.

RUSSIA.—(BALTIC PROVINCES.)

*Reported by Director EDWARD INSELBERG, of the Riga Institution for the Deaf, RIGA
LIVONIA.*

RIGA.

This institution was founded in 1840, and continues to be supported by the Literarisch-practischen Buerger Verbindung (Citizens' Practical Literary Union), which expended during the past year roubles 8,377 in its maintenance. The school term continues 8 years, and, owing to the fact that only four classes exist, admissions take place only bi-annually. The German language is the vernacular employed. The 54 pupils in attendance, are divided into 4 classes, embracing 6 divisions, as follows:

1st Class.....	5 boys,	7 girls.	Total	12
2nd " Div. A...	3 "	4 "	"	7
" " B...	3 "	5 "	"	8
3rd " "	4 "	3 "	"	7
4th " A...	2 "	6 "	"	8
" " B...	8 "	4 "	"	12
	25	29		54

Of these, 17 boys and 24 girls belong to the Lutheran faith, 2 girls are Roman Catholics, 1 boy Greek orthodox, 7 boys and 3 girls are Israelites; 19 pupils are the children of peasants, 34 are the children of citizens of the municipality, and 1 the daughter of a nobleman; 8 pupils have sufficient hearing power to distinguish vowels, 12 are semi-deaf, and 34 totally so. Owing to whooping cough, measles, and scarlet fever, 454 excuses for non-attendance were granted during the first six months, and 198 excuses were allowed during the second half-year. In addition to the director, and a pupil teacher who has since acquired his diploma, two male teachers and four ladies have been employed during the year. The Oral method is strictly followed. Children can enter at the beginning of the eighth year of their age, up to the close of the ninth. Exceptions to this rule can be granted by the directors. The curriculum embraces oral speech and lip-reading, grammar, reading and dictation, arithmetic, geography, natural history, modern and ancient history, writing, drawing, religious instruction, athletics, manual training for boys, and female handiwork.

FENNERN.

The institution in this city was founded in 1866, and is sustained by the Bildungs-Verein "Hephata." This organization consists of 11 associate societies, in different parts of the Province, comprising, according to last accounts, 481 members. It has a board of directors which conducts its affairs, and, to judge from its publications, does so very successfully. Its receipts for the year 1897 were 11,078 roubles, whilst its expenses amounted to 11,540 roubles. It possesses, independent of its real estate, investments aggregating 10,960 roubles. During the past year 31 boys and 25 girls, or a total of 56 pupils, attended this school. The curriculum follows as closely as possible that of the public schools. The school term is 7 years. Of classes there are 5, one of which the fifth, is devoted exclusively to backward children, and normal training is also provided for. The method of instruction followed is oral. The number of teachers, including the director, Prof. C. Hoeschelmann, consists of five gentlemen, and one lady, the latter having charge of the sewing classes.

WOLMAR.

The institution in this place was founded in 1875, and is supported by the Countess, Emma Mellin, and the provincial Deaf-Mute Aid Society;

its aggregate expenses are 7,500 roubles; the Lettisch language is used in the instruction. The school term is 6 years, and the attendance during the past year was 44 pupils, as follows:

1st Class.....	7 boys,	2 girls.	Total	9
2nd "	7 "	5 "	"	12
3rd "	8 "	5 "	"	13
4th "	5 "	5 "	"	10
	27	17		44

All of the pupils belong to the Evangelical Lutheran confession; 6 pupils have hearing power sufficient to distinguish vowels, 10 are semi-deaf, and 28 are totally deaf. The director, Philipp Schrader, and two gentlemen, together with two ladies, constitute the teaching force.

РҮҲА, near Arensburg.

This school, founded in 1893, is maintained by the Deaf-Mute Aid Society of the Island of Oesel. The school term is 6 years, and the vernacular used in instruction is the Lettisch language. The total expense of the school for 1897 was 781 roubles, which does not include rent, as it possesses a house of its own. At present the attendance consists of 3 boys and 7 girls, taught by the headmaster, M. Rahnel.

WERRO.

At present the institution is located in Poelwe; it was opened during the past year, and is sustained by a branch of the Livonia Deaf-Mute Aid Society. It has an attendance of 10 pupils, 4 girls and 6 boys, all of whom belong to the Lutheran confession.

Six of the pupils are totally deaf, 3 partially deaf, and one periodically deaf.

It is conducted by the headmaster, Charles Kusick, and Madame Constance Kusick as matron.

MITAU, Province Courland. (Kurland.)

This school was founded in 1870, at Kirchholm, and transferred to Mitau, in 1873. Both German and Lettisch languages are used as a means of instruction. In the German department there are 16 pupils, in 3 classes. In the Lettisch department there are 58 pupils, in 6 classes. Pupils range from 7 to 24 years of age, and with the exception of 6, all belong to the Lutheran confession. 62 of the children are boarders, and 12 are day scholars. The teaching force consists of the director, G. Migge, assisted by 4 gentlemen and 3 ladies. The total receipts amounted to 10,528 roubles during the year 1897, and the total expenditures to 10,015 roubles. In addition to its real estate, it possesses interest-bearing investments amounting to 2,856 roubles. Its indebtedness amounts to 9,368 roubles. It also conducts a normal department.

Russia in general.

According to reports from other sources than the foregoing, it would appear that there are a total of 26 institutions for the deaf in Russia, employing some 200 teachers, and aggregating 1,300 pupils, divided as follows:

In Russia proper, including Warschau, 14 schools, 700 pupils.			
Finland	6.	"	400 "
Baltic Provinces.....	6	"	200 "

In Finland the institutions are all sustained by the Province or State, involving an annual expenditure of 200,000 marks (\$50,000). According to the last census (1890), 2,767 deaf were enumerated in this Province, of which 629 were of school age (8 to 12 years).

In Russia proper, 2 institutions are supported by the Imperial Government; the remainder are maintained by municipalities, aid societies, and contributions, invested capital and attendance fees. The 3 normal institutions for the training of teachers of the deaf in Russia are located at St. Petersburg, Fennern, and Mitau.

In Finland, all institutions have special departments for oral and sign instruction. In the Baltic Provinces, oral methods prevail altogether. Of the schools in Russia proper, 6 use the pure oral method, 2 the sign or French method, and the remainder, combined or mixed methods.

Two schools have recently been established in Southern Russia—one at Ohrloff, another at Prischib.

SERVIA.

Reported by Director CONSTANTINE NICOLITCH, of the Institution for the Deaf in BELGRADE.

This, the first institution for the deaf in Servia, was duly inaugurated on the 11th of February, 1897, in the presence of His Majesty the King and other State authorities. Of the 14 boys and 5 girls who attend this school, all were totally deaf, and consequently speechless, when admitted; they have all been instructed by the Pure Oral method, and, to judge from results, this has proved, thus far, successful, with the exception of 2. All have done well, alike in their reading lessons and in arithmetic, whilst their articulation is distinct and readily understood. The school term has been fixed for 8 years, and manual training is provided for in the more advanced classes, as the object is to prepare these wards of the State for practical life. During the present year (in August) 12 additional pupils will be admitted. The institution is a boarding-school, and the means to carry it on are provided by the society known as "Koenig Detschansky," of which State Counsellor Svetomir Niscolajevitch is chairman. The State contributes annually 20,000 francs; in addition to which many philanthropic persons contribute, notably His Majesty the King, aggregating over 10,000 francs annually. Parents able to pay are taxed sums from 25

to 50 francs per month, whilst children whose parents are unable to contribute are received free of charge. At present the director is assisted by two teachers.

According to the census of 1895, Servia, with its 2,300,000 inhabitants, contains something over 2,500 deaf-mutes, the mountainous regions showing by far the larger proportion of deaf.

SWITZERLAND.

Reported by Director G. KULL, of the ZURICH Institution for the Blind and the Deaf.

The only thing which of late has occurred in Switzerland deserving of special notice in our department is the census, taken March last, of the defectives in the county, including, as it did, an enumeration of the deaf of school age. A concise table of the result is attached to my brief remarks. Owing to the taking of the census, it was thought best that the instructors of the deaf defer their meeting for 1897 to June, 1898, when it will take place at Zofingen, Canton of Aargau.

In comparison to previous reports, it will be observed that there is one institution less—"Hephata," in Berne, whose director, Zurlinden, has retired, and closed the school. The institution in Münchenbuchsee, Canton Berne, has extended its school term from 7 to 8 years, and now comprises 8 graded classes. The girls' school at Wabern, Canton Berne, is about to be considerably enlarged. The institution in St. Gallen is constructing an additional building which will enable it to accommodate 80 pupils in place of 46 as heretofore.

Cantons.		Institutions.	
Deaf-mutes of school age.....	Totals.	Totals.	Boys.
Deaf-mutes in school.....	Zurich.	Zurich.	Girls
	Berne.	Münchenbuchsee.	
	Lucerne.	Wabern.	
	Uri.	Hohenrain.	
	Schwyz.		
	Obwalden.		
	Nidwalden.		
	Glarus.		
	Zug.		
	Freiburg.	Gruyères.	
	Solothurn.	Riehen.	
	Basel-City.	Bettingen.	
	Basel-Land.		
	Schauffhausen.		
	Appenzell, A. Rh.		
	Appenzell, I. Rh.		
	St. Gallen.	St. Gallen.	
	Grisen.	Landenhof.	
	Aargau.	Zofingen.	
	Thurgau.	Liebenfels.	
	Ticino.	Locarno.	
	Vaud.	Moudon.	
	Valais.	Geronde.	
	Neuchatel.		
	Geneva.	Saconnex.	
		Bougerie.	

TURKEY.

Reported by Prof. F. G. DE GRATI, Director of the School for the Deaf, Pera, rue Soussouri 21, CONSTANTINOPLE.

Neither here in Constantinople nor in any other place of the Levant did schools for the education of deaf-mutes exist 7 years ago. As director of the Hamid Imperial Commercial School, under the immediate patronage of His Imperial Majesty the Sultan, I had demonstrated to the Imperial Government the utility and necessity of such an institution in our capital city. Moved by the noblest of sentiments His Imperial Majesty directed the administration to establish without delay a school for deaf-mutes. This was done, and said school was placed under my charge, as I had taken in Italy a full course of normal training in deaf-mute instruction. The first school opened, 1891, here in Constantinople, has had an attendance of upwards of fifty pupils, and is still in existence. As it is intended only for day-pupils, it does not meet the wants of many thousands of deaf-mutes who dwell throughout the empire. In order to benefit these unfortunates, I proposed to establish here in Constantinople an international boarding-school, and at the same time, to make an urgent appeal to the charitable for endowments to support, free of charge, pupils unable to pay. Unfortunately, my efforts so far have resulted only in partial success. Having, however, firm hopes in Providence, I have gone on and secured as an associate in this work a distinguished professor of the highest European reputation, M. Pascal Pekmezian, an Armenian, whose parents are deaf-mutes, and who studied at the National Institute in Paris, of which he holds his diploma as professor. Mr. Pekmezian is now at Paris engaged in collecting the funds necessary for the endowment of scholarships in our institution. His Serene Highness, the Patriarch of the Armenian Catholics, Monsignor Stephen Peter XI, Azarian, is the president of our council of administration, of which I am honorary treasurer. I have charge of the oral, and Mr. Pekmezian of the manual department of instruction.

GENERAL SUMMARY SUBMITTED BY PROF. GRATI.

	<i>Population.</i>	<i>Deaf-mutes.</i>
Turkey, Egypt, and Dependent Provinces.....	29,000,000	15,000
Bulgaria and Eastern Roumelia.....	6,000,000	1,300
Servia.....	2,000,000	800*
Montenegro.....	500,000	70
Greece.....	2,000,000	1,000†
Persia.....	8,000,000	6,000

* A school at Belgrade, having 19 pupils.

† A school at Corfu, having 14 pupils.







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WASHINGTON CITY, U. S. A.

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EXPLANATORY.

As observed in columns 1 and 2, a strictly geographical arrangement of the schools by continents, countries, and, as far as practicable, cities and post-offices, has been adopted.

The designation of schools in column 3, follows as nearly as possible the originals sent to the Bureau.

Column 4, indicates in some instances the date of founding; in others, that of opening.

Column 6, the names given are not uniformly executive officers; in some instances they are officers having supervisory functions.

Column 7, Pr. = private, and Pu. = public. Ö = öffentlich, städtisch, staatlich or public. V = Vereins or association.

B = boarding. I = internat (boarding). Convitto = boarding.

D = day. E = externat (day).

It should be noted, that many of the schools indicated as being conducted by "private persons or corporations" receive governmental support in some form, and that a considerable number of schools indicated as "public" are not State or municipal schools, but are simply so designated to indicate that admission is open to the public generally.

Column 8, Al. = manual alphabet. Au. = aural. C = combined. D = dactylology. M = manual, variously defined. O = oral; Ls. = Lautsprache or Deutsche methode. O. P. = Oral pure. R. Ls. = Reine Lautsprache = Reine Deutsche-methode, and P. O. all signify Pure Oral, which latter implies the exclusion of all other methods of instruction than by speech and "Lip" or speech reading—writing being common to all methods. A large proportion, if not all, of the schools indicated simply as Oral, follow, it would seem, the Pure Oral method.

All other designations of methods indicated in this column are written out in full.

Column 11, S. H. P. = some hearing power.

Statement of Schools for

with the Rochester, N. Y., Institute, under Dr. Z. F. Westervelt's care, where she taught before going to China. Other schools have helped, especially the Knoxville, Tenn., school, as have the deaf of Great Britain, and special mention should be made of the deaf ladies of Edinburgh, Scotland. Help has also come from Switzerland, and not a little help has been given by the missionaries in China, who have either seen or heard of the school. The income has not been sufficient, though, to give the school a home free from debt, and the work is greatly retarded for lack of funds. Only boys have been admitted for want of room, but several girls have asked for admission, and it is hoped soon to have a department for them. Eight thousand dollars (\$8,000) are needed as soon as possible, and to raise this sum the circle of givers must be greatly increased. The school has lately come under the notice of Dr. Bell, who has kindly offered to make its needs known through the pages of the new magazine, "The Association Review." Some help has come from the Chinese, and more has been promised. They look upon it as little short of a miracle that the deaf can be taught, especially the speech work, which is very interesting and satisfactory, as the Chinese language lends itself more readily to it, being more monosyllabic than most languages. Great help has been derived in this work from a knowledge of Bell's Visible Speech, and in our Romanizing we are testing the system proposed in Bell's "World-English," and as soon as the plates for printing are received, we intend using only Lyon's "Phonetic Manual."

A great work lies before the school. Not only do we propose to give to the deaf of China the best methods for instruction, but the pure gospel too, and members from homes from which pupils are received will come under its evangelizing influence. The school is not connected with any mission, and is undenominational, and is intended to be a work for the heathen deaf, supported largely by the deaf of Christian lands. Its interests are looked after by a local committee, composed of Rev. W. O. Elterich and Rev. Geo. Cornwell, of the American Presbyterian Mission, and Mr. Wm. Russell, of the Scotch China Inland Mission. This committee is not at all responsible for the school financially. It is hoped that a committee will soon be formed in America that will help bear the responsibility.

(2) This is the only school for the deaf in Annan. The founder died in 1895. Signs can solely be used as it is impossible to apply the oral method to the Annan language. None of the deaf-mutes admitted to this school pay board; the mission provides for them.

(3) All pupils are Chinese, and one is deaf, dumb, and blind.

NOTE.—India. (1) The Bombay Institution for Deaf-Mutes is maintained by a contribution of Rs. 100 (hundred), paid in quarterly from the government; a contribution monthly of Rs. 150 from the Bombay municipality, and by subscriptions from the public. Owing to insufficiency of funds the Committee of Management have not been in a position to purchase a house or building for the institution up to the present, and rent has all along been paid for the building utilized for the purposes of the institution. Owing to the same cause no attempt has hitherto been made to introduce the teaching of the different trades, and there is no section for the training of deaf-mute female children. The direct patron of the institute is the R. C. Archbishop of Bombay, his excellency, the Governor of the Bombay Presidency, and a few European and native gentlemen being honorary patrons. A great many pupils have, since its establishment in 1885, passed through the institution, and are, on the whole, doing fairly well either as draughtsmen, lithographers, printers, or otherwise.

(2) We have had applications for receiving little children as boarders, but we have been painfully compelled to refuse them owing to want of accommodation and of a sufficiently large compound for the little ones to play in. This is a pressing want; it considerably hinders the growth of the school. * * * There has been a new departure in the method of teaching. A class of seven is taught through the medium of signs, the principal being of the opinion that they are too old to be taught by the oral method. The rest are all taught to speak and to understand spoken language by watching the movements of the speaker's lips, etc. * * * Drawing and wood engraving have received usual attention. The want of a properly-trained lady to teach the girls and little boys was long felt. Accordingly a young lady, Miss Adeline Das Shaw, * * * will, after a year's training, on passing an examination, be entitled to an appointment as a teacher. The government and the corporation being our principal subscribers, are represented on the Executive Board by the Inspector of Schools, P. C., and by a municipal commissioner. The income of the school for eleven months past was Rs. 4,909-7-4. The building fund, kept altogether separate, shows Rs. 18,681-4-9, or about one-third of the amount needed for the purpose. Their success in the past encourage the members of the committee to appeal for further help.

(3) Imagine yourselves without speech and hearing, supposed to be possessed by an evil spirit, utterly neglected and uncared for by your relatives, and you may see a picture of the condition of the 200,000 deaf and dumb in India.

During the late famine many such children were cast away by their parents and picked up and cared for in various mission orphanages; but they could not be educated among the other children.

This little school was commenced through two catechists bringing their children to me, as they could no longer keep them in heathen villages where they were working, the heathen people saying they were possessed by devils. I put them into my industrial school, and when others were brought me the need of the deaf and dumb came before me, and I wrote up to ask the Madras government what was being done for them and also the numbers, and was surprised to find 200,000 in India, and but two small schools in Bombay and Calcutta, and that in my presidency of Madras, for the 30,000 deaf and dumb found in last census, nothing was being done. A class was started and I began on a method of my own, which has answered well so far, and the children have gone in for government examinations much as the other schools. Now that it is established, I am most anxious

the Deaf, December, 1900—Cont'd.

to have it on a proper footing, and have lately been to England and raised about £900 with which to build a proper school for boys and girls.

A fully-trained master, who has taught in a school in Glasgow and Exeter on the oral system, has offered to come out and help, and most thankful should I be to have him if the money is forthcoming, but as my school is quite without funds, and every child at present is either a famine orphan or too poor to pay anything towards its expenses, I dare not get him out until I have got some promises of help towards his support. The children can be fed and clothed on the small sum of £4 a year, and many friends have made themselves responsible for a child, so I have no fear for that part of the expenses, but a master's board, salary, and expenses from England is a large item out of my small funds, but I am still hoping that friends of the deaf and dumb will help me and let me accept his offer. I have had leave from my society to give up a good part of my other work and devote more time to opening out this, and already I have many applications from different parts of India, and am expecting a little boy of seven from Peshawar, a distance of seven days by train, at the other extreme of India. Had I time I could tell of many whom I have had to refuse, and also, that out of my small numbers, I have children from Bengal, N. W. P., central India, and Punjab, as well as the Madras presidency. Hoping you will be able to give us some little help, for which I shall indeed be very grateful, believe me, yours truly,

(Miss) FLORENCE SWAINSON.

NOTE.—Japan. (1) Our institution aims to educate the deaf, dumb, and blind, as the name shows. The blind students are taught just like the common pupils who have the power to see, and we especially aim to teach all the students various arts so that they can support themselves independently after they are graduated. In the regular course we use embossed letters for the blind students, which were invented by a Frenchman, Louis Braille. There are eight teachers and fifty students. In addition to general course we have an industrial department, as we before remarked, which consists of music, shampooing, and acupuncture.

Our institution is the first one established in Japan. During the first years of its establishment it was a private school, but after that time onward it became a public institution by the help of Governor Makimura. The institution is maintained by a yearly appropriation of the educational department and the department of imperial house, and especially by gifts from the royal family and benevolent people. Our majesties, the Emperor and Empress, sometimes pay a visit to our institution. In order to further it, a "charity society" was organized in Kyoto, which collects contributions from anyone who will give. The members of the society number 1,100.

In 1884 a gold medal was given to us by an educational exhibition in London, England, for the things which our students had made and were exhibited there. In 1885 we received a diploma from the Louisiana Exhibition in America, and in 1894 a diploma from the World's Fair in Chicago, United States of America.

To those pupils who have the possibility to pronounce, we convey our instruction by the method of articulation; to those pupils who show no possibility to pronounce, by the method of writing.

(3) "Mr. N. Konishi, Director of the School, was commissioned to pay a visit of a year and a half to the United States, England, France, and Germany, in order to study the different systems of teaching the blind and deaf-mute. He left Japan for the United States on the 22d of December, 1896, and returned on the 29th of September, 1898."

"On the 12th of November, 1898, Dr. A. G. Bell, inventor of the telephone and specialist in the matter of deaf-mute instruction, was requested to deliver a lecture at the school. Mr. Tukiwo Osaki, ex-Minister of Public Instruction, the high functionaries of the Ministry, the directors and professors of the schools which are under the direct supervision of the Ministry, the pupils of the higher normal school, of the normal school for girls and of the normal school of Tokyo, were admitted to this lecture."

"**Pronunciation.**—In the month of May, 1886, Mr. N. Konishi, then a teacher at the school, took a deaf pupil, by the name of Kinzo Kikkawa, to Mr. S. Izawa, then chief of the Bureau of Compilations in the Ministry of Public Instruction, to teach him the visible speech method of a Scotch professor, Mr. A. M. Bell. As it was very difficult to teach this method to all the pupils, those among them were selected who gave reasonable hopes of success. In regard to the others, their instruction was confined to writing. The characters which we use daily in Japan being of Chinese origin, excepting the 'Kana' are pronounced in different ways, and, moreover, have several different meanings. Add to this the three different kinds of writing, viz., the *kataho* [square style], the *yosho* [medium style], and the *socho* [running handwriting], the two languages, the spoken and the written, so different from each other, not to mention the two styles, viz., the ordinary and the epistolary, which do not resemble each other, and you get an idea of the almost insurmountable difficulties which the instruction of deaf-mutes present, particularly in regard to the pronunciation. Foreigners can hardly have a conception of these difficulties, and to this complexity of the Japanese language must be attributed the slow progress made by our deaf-mutes, more especially in the matter of pronunciation."

In 1892, the *double acoustic tube* of Mr. Currier, Director of the School for Deaf-Mutes at New York, was tried, with good results, as far as some pupils were concerned, but the practice did not become general. It was noticed, however, that those who had become deaf at an adult age, or in consequence of some sickness, gladly used this tube, and some even bought them."

"**The trade of tailor.**—A beginning to teach this trade was made in February, 1892, and it is still taught at the present day. Among the trades which deaf are able to learn, that of the tailor is the most profitable in Japan. This trade requires but little capital and few tools, and ample practice is sufficient to acquire it. Moreover, this trade may be successfully followed both in the large cities and in the distant provinces. As the wages are generally

Statement of Schools for

paid according to certain fixed rates, there is no chance for speculation. In our opinion this trade is the most appropriate for deaf-mutes, and we do everything in our power to encourage it. An attempt to introduce the trade of European tailoring was made in February, 1888, and one pupil even finished his apprenticeship, but in March, 1892, the experiment was abandoned."

"In February, 1894, a beginning was made to teach crayon drawing, but in April of the same year this was replaced by instruction in painting in water-colors according to the *Nanso* system, followed in March, 1896, by the *Kano* system, which is still taught at the present day. As this art is really the basis of all the industries, we think that it is particularly adapted to deaf-mutes. This section has two divisions, viz., the ordinary one and the one of the specialists."

"*Wood carving and cabinet making.*—In the month of March, 1896, a beginning was made in teaching these two arts at the school, and the results have been exceedingly satisfactory."

"Mr. Takechiyo Aoyama, a teacher at the school, invented the inlaid woodwork, which we consider one of the arts which is best suited for deaf-mutes. A work on this art was exhibited at the Exposition of Fine Arts, and received the first prize. The minister of the imperial household also bought several articles, but so far this art is but little known throughout the world. Orders for such work are rare, therefore it appears to us at the present time inlaid woodwork is not a trade which will enable a man to make a living."

"Instruction is divided into two sections, viz., the common section and the section of arts. As a general

1	2 Location.	3 Name.	4 Date when founded or opened.
AUSTRALIA.			
1	Brighton, near Adelaide, S. A.	South Australian Inst'n for the Blind and Deaf and Dumb.	1874
2	Brisbane, Cornwall St., Queensland..	Queensland Blind, Deaf and Dumb Institution.	1884
3	Cottesloe Beach	West Australian Deaf and Dumb Institution.	1896
4	Melbourne, St. Kilda Rd., Victoria...	Victorian Deaf and Dumb Institution	1880
5	Sydney, Newton Rd., N. S. W.	New South Wales Institution for Deaf and Blind.	1861
6	Waratah, N. S. W.	Deaf and Dumb Institution	1898
NEW ZEALAND.			
1	Sumner, Christ Church		1880

NOTE.—Australia. (1) "Industrial training was introduced in 1892, and the general knowledge of trades and the practical use of tools have proved a very great advantage to our boys after leaving school. Much less difficulty is experienced in securing employment for them than formerly. The domestic training received by the girls, in addition to sewing and fancy-work, makes them independent after they leave the institution." "At the present (1900) the superintendent has more positions in factories and workshops in the city open for the boys than he can fill." "It is a source of great satisfaction to know that the conduct of those who have passed through the institution has been so exemplary that not one of them has ever been prosecuted for a breach of the law."

(3) "The institution now (1900) occupies its own building, and the confidence of the public in its work is evinced by the fact that the whole of the debt incurred has been wiped out. Of the pupils, fourteen are resident and two are day scholars. Two teachers have been added to the staff. First and second prizes were distributed at the last exhibition for general work and lip-reading, for steady improvement, for map drawing, for 'thoughtfulness of others,' reading and good conduct."

"One of the cardinal principles observed at the Institution is that the children are always addressed, in school and out, in English, either written, spoken, or spelled on the fingers, the intervention of signs being resorted to as little as possible, these being chiefly reserved for communication with the youngest scholars. The method is thus essentially eclectic."

(4) "Since the commencement of the Institution, in the year 1860, 395 names have been enrolled. Of those who have left 30 have since died; 34 were of weak intellect. The great majority of the remainder are earning their own livelihood and are in comfortable circumstances."

"Several are married and their offspring are all hearing children with the exception of two children in one family, whose father *only* is deaf."

"Of the 61 pupils in the School 52 are in the Oral and 9 in the Manual Department."

"Compulsory education for deaf and dumb children is urged, several of the pupils recently admitted being much above the usual age, 6 of them over eleven."

(5) "In the Sydney Institution, as in most of the American Institutions, those pupils who are capable of profiting by the oral method are thus taught. Further, all the junior ones have a 'trial period' in that

he Deaf, December, 1900—Cont'd.

ule every pupil must take the course of the common section at the same time with one or two courses in the section of art; but at the special request of parents the pupil may be allowed to follow only the course of the common section, or to study some art in the section of arts."

"The common section for deaf-mutes comprises reading, writing, composition, arithmetic, written conversation, and gymnastics. The section of arts comprises wood-carving, cabinet-making, painting, and alluring."

"The course of instruction generally lasts five years, and for those who make a special study of massage, three years. This term does not apply to children who enter the school when less than twelve years of age."

"Pupils who, after having finished their studies, desire to perfect themselves still more, are allowed to remain at school two additional years."

"Children are admitted to the school from the age of eight to eighteen, provided they enjoy good health and have been vaccinated."

"The monthly charge (for instruction) for a pupil is fifty *sen* [= about 25 cents]. Poor children who are unable to pay this amount are received at reduced rates, or, in some cases, entirely free of charge."

"The monthly charge for board and lodging is about seven *yen* [= about \$5.50]."

Number of blind and deaf-mute children of school-age in Japan: Blind and deaf children, 10; deaf-mute children, 4,681.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Wm. Townsend, M. P.....	Samuel Johnson, Supt.....	Pu. B.....	C.....	8	30	12	44
Bishop Hall and others	Isaac Dickson, Supt.....	Pu. B.....	C.....	3	15	4	24
W. R. Thomson.....	Henry H. Witchell.....	Pu. B.....	C.....	2	8	1	16
W. Moss and F. J. Rose.....	Wm. Jones, Supt.....	Pu. B.....	O. & M.....	10	45	16	61
Rev. G. King & Bd. of Dir.....	Samuel Watson, Supt.....	Pu. B.....	C.....	14	49	12	104
Catholic Church.....	S. Mary Columba Dwyer.....	Pr.....	C.....	4	.....	.....	33
Government.....	G. van Asch, Pr.....	P. B.....	O.....	5	49	.....	50
				46	196	45	332

system; if found very slow or defective, in other words, if they are wasting time, which might be better used, they are removed to the Manual Department where even the dullest make headway generally. About $\frac{2}{3}$ of the deaf are in the Oral Department and the remaining $\frac{1}{3}$ in the Manual Department. This is approximately the number in each department here. There are about 12 pupils whose hearing is sufficiently good to encourage its use and development, and is accordingly attended to."

(6) "This School really commenced in Newcastle, 1875, four miles distant from its present location, Waratah, and is descended through the schools at Cabra, near Dublin, and at Caen, in Normandy, from the famous Paris Institution. The venerable Bishop of Maitland, the Right Rev. Dr. Murray, applied to the Dominican Nuns at Cabra to send one of their specially trained sisters to found in this diocese an Australian Institution similar to the one at Cabra. The gifted and highly educated Sister Mary Gabriel, herself a deaf-mute, was selected, and arrived in New South Wales in 1875. Owing to the inadequacy of the building in which the school was started a larger and in every way suitable building was provided, the foundation stone of which was laid in 1886 by his Eminence Cardinal Moran."

"The sign-manual system of instruction is the one adopted, for experience has proved it to be the surest means of imparting knowledge in the shortest possible time. * * * They are also taught lip-reading and articulation by the Oral Method, particularly in those cases in which special aptitude for it is found; and the results of this combined system have been most satisfactory."

"Only a few of the children are paid for, the highest fee received being £25 a year and a few other fees ranging from £5 to £10, the main support depending upon voluntary contributions."

"The government statistician of New South Wales reports in the census of 1891 the deaf-mute population of Australasia to be 1366."

NOTE.—New Zealand. "With the exception of one little boy, who lost his hearing about eighteen months before admission, all pupils were born completely deaf, or nearly so, and entered the school without the least notion of how to use their vocal organs for the purposes of speech. It must also be stated that the roll—fifty—includes all the *bona fide* deaf-mutes of school age, who have during the last few years been brought under the notice of the Education Department. Statements made by opponents of the Oral system, implying that only the bright and intelligent applicants are admitted, cannot therefore be regarded in any serious light." In age they

Statement of Schools for

range from seven to eighteen years. "Every child is weighed on the first day of every month, and any who fail to show a reasonable increase in weight are specially examined and treated. It is significant that most of the children lose weight during their holidays at their own homes, but regain it soon after returning to school.

Deaf-mute children are specially liable to tubercular affections, partly from the same effect that produced

1	2	3	4
	Location.	Name.	Date when founded, or opened.
	EUROPE.		
	AUSTRIA-HUNGARY.		
	AUSTRIA.		
1	Brunn (Mähren).....	Mährisch-schlesisches Taubstummen-Institut.....	1832
2	Budweis (Böhmen).....	Diöcesan-Taubstummen-Institut.....	1871
3	Gorz, 26 Seminar-Gasse.....	Landschaftliches Taubstummen-Institut.....	1840
4	Graz, 21 Eisengasse.....	Landschaftliches Taubstummen-Institut.....	1881
5	Ivancich, bei Brünn.....	Mährische Landes-Taubstummen-Anstalt.....	1894
6	Klagenfurt (Kärnten).....	Kärntn. Landes-Taubstummen-Anstalt.....	1847
7	Königgratz (Böhmen).....	Diöcesan Taubstummen-Anstalt Rudolfinnen.....	1881
8	Laiibach (Krain).....	Taubstummen-Stiftungs-Anstalt.....	1900
9	Leipnik (Mähren).....	Mährische Landes-Taubstummenanstalt.....	1890
10	Leitmeritz (Böhmen).....	Bischöfliches Taubstummen-Institut.....	1868
11	Lemberg, Lyczakower Gasse No. 35.....	Privat Taubstummen-Anstalt.....	1839
12	Lemberg (Galizien).....	Privat Taubstummen Schule.....	1871
13	Linz (Oberösterreich).....	K. K. Provinzial Taubstummen-Lehranstalt.....	1812
14	Mils, bei Hall (Tirol).....	Landes-Taubstummen-Institut.....	1830
15	Prag, 602 II Karlsplatz.....	Prager Taubstummen-Institut.....	1786
16	St. Michael, bei Rudolfswort.....	.....	1886
17	St. Polten (Nieder Osterreich).....	Bischöfliches Taubstummen-Institut.....	1846
18	Salzburg.....	.....	1898
19	Trento (S. Tirol).....	Istituto priv. Principeasco Vescoville dei Sordo-Muti.....	1842
20	Triest.....	.....	1898
21	Wien XIX Hofzelle 15.....	Nieder Osterreich. Landes-Taubstummen-Anstalt.....	1881
*22	Wien—Währing 3 Klettenhofergasse.....	Kommunal Taubstummen-Anstalt.....	1882
23	Wien IIII Rudolfsgasse 22.....	Allgem. östreich. Israelitisches Taubst. Institut.....	1844
*24	Wien IV, 13 Favoriten Gasse.....	K. K. Taubstummen-Anstalt.....	1779
25	Wien IX, Gemeindengasse 2.....	Öffentliche Taubstummen Unterrichts Abtheilung.....	1888
26	Wien XV, Zinkgasse 12-14.....	Unterrichtsabtheilung für Taubstumme.....	1883
	HUNGARY.		
27	Agram (Croatien).....	Landestaubstummen-Institut.....	1883
28	Arad.....	Aradvarisi Községi siketnémiskola.....	1886
29	Budapest VII, Bethlenplatz 202.....	Israelitische Landes-Taubstummen-Anstalt.....	1877
30	Budapest VIII, Rökk Szilárd Gasse.....	Istvánt Asyl für gebrechliche Taubstumme.....	.....
31	Budapest VIII, Rökk Szilárd Gasse 10.....	Staat und Städtische Taubstummen-Schule.....	1881
32	Kaposvar, Somogyomgye Magyarg.....	Städtische Taubstummen-Schule.....	1897
33	Kecskemet.....	.....	1900
34	Kolozsovar.....	Staatlich Subvenzionirte Taubstummen-Anstalt.....	1888
*35	Mitrovitz, Slavonien.....	Serbische Taubstummen-Anstalt.....	1886
36	Temesvar.....	Staatlich Subvenzionirte Taubstummen-Institut.....	1886
*37	Uzvidék (Neusatz).....	Berecz Privatanstalt für Taubstumme.....	1894
38	Vác (Waizen).....	K. Landestaubstummen Erg. Lehrerbildungs-Anstalt.....	1892

* 1895.

NOTE.—Austria. (5) Bohemian language used. Eight classes in the School.

(7) The School course embraces five years. With the exception of a few German pupils instruction is given in the Bohemian language. With the exception of two pupils all are Catholics. The boys receive athletic training four times each week. The annual vacation lasts from the middle of July to the middle of September. Only healthy children from 8 to 12 years of age are admitted. The charge for board and tuition is 150 florins. This amount, according to circumstances, can be reduced or totally waived by the Board of Trustees. The teachers, except religious instructors, are all members of the Sisterhood of Horardovic Bohemia. The domestic and general management devolves upon the manager.

(9) Instruction is given in the Bohemian language. The Director's salary is 1,100 florins, including residence, light, and fuel. Teachers, in addition to board and lodging, receive 500 florins and upwards, and all are entitled to an annual service increase.

(10) A new building has been recently added to the Institution.

(12) During the thirty years of its existence the maintenance of this School has been one continuous struggle. The municipal and provincial government have occasionally assisted. Its founder has also organized

af, December, 1900—Cont'd.

ness, and partly from imperfect chest development, resulting from this muteness. One of the most features of the School is the instruction in drill and calisthenics. The boys and girls are drilled on alternate days for four days in the week, and on the fifth day the school is visited by the sergeant, who reviews the drill. The effect on the physique of the pupils is very marked.

5	6	7	8	9	PUPILS.		
					10	11	12
Founder.	Executive Officer.	Character.	Method.	Teachers.	Con- genital	S. H. P.	Total.
tmann, Ritterv. T.	Wilhelm Woska, Dir.	Pr. I.	Ls.	12	26	32	79
érian Tirsik.	P. Franz Husar, Dir.	Pr. I.	C.	11	61	15	109
Stanig.	Fried. Lenardig, Dir.	O. I.	Ls.	6	29	12	80
urke Regierung.	Dr. Raimund Pötz, Dir.	O. I. E.	C.	9	53	74	134
egierung.	Joseph Kolár, Dir.	O. I.	Ls.	10		8	93
artel, Lehrer.	Georg Grientschig, Dir.	O. I.	Ls.	9	18	25	44
Joh. Hals.	Valdis Sekera Verwr.	Pr. I. E.	Frost'sche.	9	30	10	69
apfel and others.	Stephan Primozic, Dir.	Pr. I.	Ls.	4	13	11	25
egierung.	Anton Zambal, Dir.	O. I.	Ls.	10	43	27	100
ug. B. Hille.	F. Karl B. Kotler, Dir.	Pr. I.	C.	5	18	4	33
n.	Anton Mejbaum.	Pr. I.	Ls.	12	51	15	100
rdach.	I. Bardach.	Pr. I.	Ls.	2	8	3	15
Reitter.	Alois Walcher, Dir.	O. I. E.	Ls.	6	29	36	104
oldheim & others.	Anton Plaseller, Dir.	O. I.	C.	5			64
af Künigl & others.	Karl M. Kmoch, Dir.	Pr. I. E.	Ls. Frost.	18	81	25	165
A. Buchmayer.	Anton Witschko, Dir.	Pr. I.	C.	4	9	17	52
	Valeriano de Probizer, Dir.	Pr. I.	Mixt.	7	14	6	52
andesregierung.	John Kraft, Dir.	O. I.	Ls.	21	78	32	140
regierung.	— Weber, Prin.	O. E.	Ls. (?)	8			59
sch.	Dr. Moritz Brumer, Dir.	Pr. I.	Ls.	9	36	26	85
ecree.	— Fink, Dir.	O. I. E.	Ls. (?)	11			109
isch.	Joh. Pabisch, Prin.	O. E.	Ls.	8	13	23	54
hulrath.	Joh. Wotypka, Prin.	O. E.	Ls.	7	11	20	37
esregierung.	Ivan Muha, Prin.	O. I.	Ls.	8	14	1	47
baz.	Jacob Elias, Prin.	O. E.	Ls.	3		5	24
ochs.	Leopold Grünberger, Dir.	Pr. I.	Ls.	8	58	15	102
gierung.	?	?	?				
K. M. Kio, Minist'r	Ludwig Együd, Dir.	O. I. E.	Ls.	8	13	18	52
	Klinda Kálmán.	O. E.	Ls.	2	10	6	27
to Géza.	Tarifzky Ferenz	O. I. E.	Ls.	5	11	4	42
'apovic	R. Papovic, Dir.	Pr. I. E.	Ls.	2	5		8
isz Károly.	Schäffer Károly.	O. I. E.	Ls.	11	21	5	56
Berencz	Michael Berencz	Pr.	Ls.	1			3
Gázár.	Alex. Barbély.	O. I. E.	Ls.	26	73		166
				277	826	475	2339

ation for the deaf which has an accumulated capital of 1,000 florins, and an income of 800 florins annu- addition the city authorities defray the expense of six midday meals weekly to poor pupils during the nths they attend school.

The boys receive manual training in pasteboard work and carving. The girls in all varieties of needle- knitting.

The majority of pupils are supported entirely from funds contributed by the benevolent towards the nce of the Institution, which received only a subsidy of 1,400 carone from the provincial government. The shed artist and graduate of the Academy of Venice, Giovanni Nicolupi, was a pupil of this Institution. Only children of citizens of Nieder-Ostreich are entitled to admission without charge; others have to 200 to 400 florins. There are, however, only three pay pupils in the Institution at present. The nt of Nieder-Ostreich defrays all expenses for maintenance, instruction, and clothing, which amounted florins during the year 1899. The entire school course embraces eight years. There are twelve classes. classes are divided into parallel sections. Boys are taught carving, scroll-saw and lathe work, cabinet- tailoring, and modelling. The girls receive the same manual training given in the public schools, in- underwear and simple dressmaking. Both boys and girls are made to assist in lighter housework.

Statement of Schools for

Hungary. (29) Instruction is given in the Hungarian language. The female teachers employed give manual training to both boys and girls. Girls are taught needlework and boys straw-plaiting, chair-caning, and book-binding.

(30) "The Testiss szellemi fogyatékosában szenvedőket gyámolító szeszágos egyesület (Society for the support and instruction of physically and mentally abnormal deaf-mute children) maintains in Bökk Szilárd street an institute and asylum called Istvánnt."

(31) "Two instructors teach wood and clay work. Children are admitted when seven years of age, but in connection with the school its teachers conduct in afternoons a preparatory course for children under that age."

1	2 Location.	3 Name.	4 Date when founded or opened.
BELGIUM.			
1	Anvers, 139, rue van Schoonbeke.....	Institut des Sourds-Muets.....	1851
2	Anvers, 17, rue Jongelincx.....	Institut de Surdes-Muettes.....	1856
3	Berchem, St. Agathe-lez-Bruxelles...	Institut provincial de S. M. du Brabant.....	1859
4	Bruges, } rue Moegguet 17.....	Institut des Sourds des deux Sexes, Separés.....	1856
5	Bruxelles, rue du Rampart des M. 105.	Inst. Royal des Sourds-Muets et des Aveugles.....	1856
6	Bouge, lez Namur.....	Institut Gourdin des Sourds-Muets.....	1840
7	Bouge, lez Namur.....	Institut pour Sourds-Muets.....	1856
8	Gand, } Roighem.....	Institut pour Sourdes-Muettes.....	1850
9	Gand, } Roighem.....	Institut Royal des Sourds-Muets et des Aveugles.....	1819
10	Liege, rue Montulpe 50.....	Institut des Sourds-Muets et des Aveugles.....	1844
11	Maeseyck (Limbourg).....	Institut des Sourds-Muets et des Aveugles.....	1856
12	Woluwe, St. Lambert.....	Institut Royal des Sourds-Muets et des Aveugles.....	1856

NOTE.—(1) The Society for Deaf-Mutes was organized at Antwerp on the first of January, 1855. During the earlier years of its existence it placed its wards in an institute already established. In 1857 it opened an institution of its own which, in 1863, it transferred to the present location, 139 van Schoonbeke St. In 1856 the Society founded the institute for girls in Jongelincx St. No. 17. Its Board of Management consists of nine members.

(2) This and the Institution on van Schoonbeke St. are the only ones in Belgium dependent upon a private organization. Its resources consist in a minimum membership contribution annually of six francs, voluntary contributions, and subsidies granted by the State and municipal governments. The instruction is given by the pure oral method, and special pains are taken to have the pupils articulate distinctly. Their education conforms with that of the hearing and speaking children. The first two years are devoted to preparatory training adapted from Froebel in order to stimulate observation, imitation, etc. There is also a sewing and cutting-out room provided for pupils who have attained the age of sixteen years. The physical development and health of pupils receives careful attention, likewise such religious and moral instruction as will tend to cultivate in them economy, order, and love of work.

(3) Pupils, unless exceptionally intelligent, are not admitted until six years of age. The entire charge for board and tuition, six hundred francs. The amount is fixed by the law of 1891 relating to public charities, which ensures a subsidy of three-eighths by the State and one-eighth by the Province. Deficits are made good by the Province of Brabant. The Institution, being situated in the country, raises its own vegetables. All of the garments required are made at the Institution. Pupils are apprenticed to tailors, shoemakers, cabinet-makers, etc., and do considerable of the work required for the Institution and by its inmates. At the age of from 12 to 15 years pupils are taught drawing and designing. Those who enter workshops remain there from

DENMARK.			
1	Copenhagen, Cita dels vis 58.....	Det Kongelige Døvstumme Institut.....	1807
2	Copenhagen, Dossevingen 81, 2 S. Fosterbro.	Frøken Mathins Døvtummenanstalt.....	1871
3	Copenhagen, 31, Niels Ebbesenstvej.	Miss Hvid's School for the Deaf.....	1861
*4	Fredericia.....	Königliche Taubstummen-Institut.....	1869
5	Nyborg.....	Den Kongelige Døvstumme-skola.....	1861

* 1895.

NOTE.—(1) The deaf children of Denmark are classified into (A) semi-deaf, taught at Nyborg by aural and

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we have but five classes, but in time expect to increase the number to eight." The 'Frimm' Institution establishing this school, was discontinued in 1896." There are forty boarders and two day scholars—thirteen as Roman Catholic, four Greek Church, seven in Reformed, two of each Lutheran and Unitarian, and four Israelites. Sixteen pupils are learning tailoring, four shoemaking, and eighteen girls suitable female work. Day-school for the five lower classes of boys and the three classes of girls, but only a day-school for seventh, and eighth classes of boys. A normal training school, having at present seven scholars, is connected with this Institution.

5 Founder.	6 Executive officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
6 pour Sourds-M.	L'Abbé f. van Duezen.....	Pr. I.....	O. P.....	10	20	10	66
6 pour Sourds-M.	Mlle. Hortense Loons, Dir..	Pr. I.....	O. P.....	9	36	20	78
vincial.....	Victor Gramme.....	Pub. I.....	O. P.....	10	.....	23	124
ine Carton.....	P. A. Naeghels, Dir.....	Pr. et Pub. I	O. P.....	33	175	20	204
Triest.....	Hélène Wannyn.....	Pr. I.....	O.....	27	58	20	174
Gourdin.....	Sœur Bertha Leister.....	Pr. I.....	O.....	17	51	23	110
e Triest.....	Frère Tldefonse.....	Pr. I.....	O. P.....	13	70	17	98
	Chanoine Roelandts.....	Pr. I.....	O. P.....	13	59	11	88
plin.....	M. Georges Hairs, Dir.....	Pr. I. E.....	O.....	22	79%	18%	155
us.....	P. J. F. Avan der Wielen.....	Pr. I.....	Mixte.....	12	48	11	59
Triest.....	M. Julien Albertyn.....	Pr. I.....	O.....	15	.....	18	109
				181	596	191	1265

o 18th year when, if found deserving, receive a certificate of professional qualification. The Province is entitled to the honor of having established the first Public Institution for the Deaf and the Blind in

he pupils consist of 97 boys and 92 girls, however, totally separated.

blind deaf-mute and a small number of backward pupils are instructed by signs. Pantomime is allowed at recreations. A refuge, to which pupils who have completed their education may resort, to the Institution.

s Institution was originally opened in 1829 by Minsart, a priest of the parish of St. Loup, familiar methods of de l'Épée and Sicard, who depended for its support entirely upon voluntary contributions. ad to be closed for want of funds but was reopened by its founder in 1836, and upon his decease was l by Mr. Achille Louis Gourdin, a deaf-mute pupil of the Abbé Sicard, who continued his ardent 17 years. He was succeeded by his son in 1872, who, however, soon succumbed to the absorbing labor ment exacted, whereupon his widow bravely assumed charge and faithfully continued until the 1st 89, when she voluntarily resigned and transferred the establishment to its present management, the rder of Dominicans of the Sacred Heart d'Hardinghem (Pas de Calais), France, who maintain the from the amount for the board and tuition of pupils provided for by the government. According t statistics (1883) there were then 2,934 deaf-mutes in Belgium, of which number 1,439 were under years of age.

anks to the State, Province, and Municipal subsidies, together with other generous donations ob- ng the year 1897, the Institution was enabled to enlarge its work. In 1891 the Director, M. Snyckers, l the pure oral in place of the previously prevailing method.

d Fundats.....	Pastor Fr. Heiberg Vorstr.....	Pu. I.....	D. W.....	14	.....	.....	70
hisen.....	Friulein Therese Madsen..	Pr. I.....	R. Ls.....	3	3	1	6
na Hvid.....	Miss Nanna Hvid.....	Pr.....	O.....	3	5	2	9
ate.....	Geo. Jørgensen, Dir.....	O. I. E.....	P. O.....	23	124	19	190
rup.....	Joh. Geo. Forchhammer....	O. E.....	R. Ls.....	14	2	44	73
				57	134	66	348

1s. Class (B), deaf without any hearing whatever are sent to the Royal School at Fredericia, and the lass (C), composed of the dumbest and most backward deaf, are educated at the Royal Institution in

Statement of School

Copenhagen by means of the manual alphabet and writing. The classification takes place at the school, to which all deaf-mutes, upon arriving at school age (8 years), are first sent.

(2) Miss Therese Madsen has had charge of this school since the 1st of May, 1899. This school is twelve inmates in order to preserve its strictly family character. Although a private institution, the ment extends its aid. No degree of intellectual deficiency is excluded.

(4) This school needed to be enlarged from time to time. It can now accommodate 250 children

1	2	3
	Location.	Name.
	EUROPE—Cont'd.	
	FRANCE.	
1	Albi, Tarn.....	Institution des Sourds-Muets.....
2	Alençon, Orne.....	Institution des Sourds-Muets.....
3	Angers, Maine-et-Loire.....	Institution des Sourds-Muets.....
4	Angoulême, Charente.....	Institution Balzac et des Sourds-Muets.....
5	Annonay, Ardèche.....	Institution des Sourdes-Muettes.....
6	Arras, Pas-de-Calais.....	Institution des Sourds-Muets.....
7	Asnières (29 rue de Nanterre Seine.....	Institut Départemental de Sourds-Muets.....
8	Auch, au Mathelin, Gers.....	Institution de Sourds-Muets.....
9	Aurillac, Cantal.....	Institution de Sourds-Muets.....
10	Besançon (St. Cloud), Doubs.....	Institution St. Joseph de Sourds-Muets.....
11	Bordeaux, 87 rue St. Sernin, Gironde.....	Institution Nationale des Sourdes-Muettes.....
12	Bordeaux, 61 rue de Marseille, Gir'de.....	Institution des Sourds-Muets et des jeunes Aveugles.....
13	Boulogne-s.-Seine, Seine.....	Institution Houdin Pension de famille.....
14	Bourg-en-Bresse, r. S.-Muets, Ain.....	Institution des Sourds-Muets.....
15	Bourg-en-Bresse, rue du Lycée.....	Institution St. Joseph.....
16	Bourg la Reine, Seine.....	Institution de Notre-Dame du Calvaire.....
17	Caen, Calvados.....	Institution de Bon-Sauveur.....
18	Chamalières-Clermont, Puy-de-D.....	Institution du Bon-Sauveur.....
19	Chambery-Cognin, Savoie.....	Institution Nationale de Sourds-Muets.....
20	Chambery, Savoie.....	Institution Nationale des Sourdes-Muettes.....
21	Chateau St.-Ange-Mont., Vaucluse.....	Institution Grimaud-Meissonier.....
22	Chaumont, par Arlanc, Puy-de-Dôme.....	Institution des Sourds-Muets.....
23	Currière, St. Laurent-du-Pont, Isère.....	Ecole St. Bruno.....
24	Deols, par Châteauroux, Indre.....	Institution des Sourds-Muets.....
25	Dijon, Côte-d'Or.....	Institution des Sourds-Muets.....
26	Elbeuf, rue Glayeul, 32, Seine-Infr.....	Institution des Sourds-Muets.....
27	Gap, Hautes-Alpes.....	Institution de Sourds-Muets de la Providence.....
28	La Chartreuse, près Auray, Morbih'n.....	Institution de Sourdes-Muettes.....
29	La Malgrange, Meurthe-et-M.....	Institution des Sourdes-Muets de l'Est.....
30	Laon, Aisne.....	Institution Notre-Dame.....
31	Larnay, près Poitiers, Vienne.....	Institution des Sourdes-Muettes et des Aveugles.....
32	Laval-a-St. Louis, Maye ne.....	Institution des Sourds-Muets.....
33	Le Havre, S.-ne-Infr.....	Institution des Sourds-Muets.....
34	Le Puy, Haute-Loire.....	Institution de Sourds-Muets.....
35	Le Puy, Haute-Loire.....	Institution des Sourdes-Muettes.....
36	Lille, rue Royale, Nord.....	Institution de Sourds-Muets.....
37	Limoges, Haute-Vienne.....	Institut régional de Sourds-Muets.....
38	Lyon, Moutée St.-Barthélemy, Rhône.....	Institution de Sourds-Muets.....
39	Lyon-Villeurbanne, Rhône.....	Institut des Sourds-Muets et des Aveugles.....
40	Marseille, Bouches-du-Rhône.....	Institution des Sourds-Muets.....
41	Molingt, près Montbrison, Loire.....	Institution des Sourdes-Muettes.....
42	Montpellier, Hérault.....	Institution des Sourds-Muets.....
43	Nantes, r. du Frère-Louis, Loire-Infr.....	Ecole Départementale des Sourds-Muets.....
44	Nice, chemin de St.-Philip., Alpes-M.....	Ecole des Enfants Sourds-Muets.....
45	Nogent-le-Rotrou, Eure-et-Loire.....	Institut de Srs. Immaculate Concept.....
46	Oloron, Basses Pyrénées.....	Institut des Sourds-Muets.....
47	Orléans, rue Saint-Marceau, Loiret.....	Institut des Sourdes-Muettes de la Ville.....
48	Orléans, St.-Jean-de-la-Ruelle, Loiret.....	Institution des Sourds-Muets.....
49	Paris, 254 rue St. Jacques, Seine.....	Institution Nationale des Sourds-Muets.....
50	Paris (1895), Seine.....	Institut Renard des Sourds-Muets.....
51	Pelouzey, par Audeux, Doubs.....	Institut des Sourdes-Muettes.....
52	Poitiers, Vienne.....	Institution Regionale de Sourds-Muets et d'Aveugles.....
53	Pont-l'Abbe-Pleauville, Manche.....	Institution du Bon-Sauveur.....
54	Rille-Fougères, Ille-et-Vilaine.....	Institution des Sourds-Muets.....
55	Ronchin-Lille, Nord.....	Institution des Sourds-Muets.....
56	Rodez, Aveyron.....	Institution des Sourds-Muets.....
57	Rodez, Aveyron.....	Institution des Sourdes-Muettes.....
58	Royat-les-Bains, Puy-de-Dôme.....	Institution St. Anne.....
59	Saint-Brieuc, Côtes-du-Nord.....	Institution des Sourds-Muets.....
60	Saint-Brieuc, Côtes-du-Nord.....	Institution des Sourdes-Muettes.....
61	Saint-Etienne, r. Franklin, 40, Loire.....	Institution de Sourds-Muets.....

Deaf, December, 1900.—Cont'd.

visions: (1) Training School, (2) intellectually bright children, (3) children of ordinary capability, in-also the feeble-minded, transferred to it from a school for such children which was abolished 1893. This school was conducted many years by Prof. Joh. Keller as a private institution. In 1891, when the schools were destroyed by fire, the Danish government assumed charge and erected new buildings. Obligatory attendance of the deaf was promulgated in Denmark as early as 1805. There are very few children in this "born deaf," as the institution is designed specially for the semi-deaf and semi-mute.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Arlehou.....	La Supr. du Bon-Sauveur.	Pr. I.....	O.....	11			60
Arbecq.....	La Sup. S. de la Providence.	Pr. I.....	O.....	7			39
Blouin.....	Seur St. Jude.....	Pr. I.....	O.....	9	26	5	31
en Lagrange.....	Elien Lagrange.....	Pu.....	O. P.....	3	15	9	24
de Providence.....	Seur Marie-Eugène.....	Pr. I.....	O.....	3			24
Duler.....	Seur Hélène de Frileuze.....	Pr. I.....	O.....	15			155
l de la Seine.....	Gustave Bagnere, Dir.....	Pu. I.....	O. P.....	24	63	12	215
énac.....	Sr. Marie-Raphaël.....	Pr. I.....	O.....	3			18
éurat.....	Mme. Massip Marie.....	Pr. I.....	O.....	3			17
Breuillet.....	Frère Romule.....	Pr. I.....	O. P.....	12	10	6	60
Champion de Cécé.....	Chevr. Germand Prunon.....	Pu. I.....	O. P.....	43	181	18	230
Abbé Gaussens.....	Frère Jacques, Frs. St. G.....	Pr. I.....	O. P.....	10	38	9	65
te Houdin.....	Mme. Vve. Aug. Houdin.....	Pr. I.....	O. P.....	2	4		10
St. V. d'Paul.....	Frère Roger.....	Pr. I.....	O. P.....	6	23	2	25
Srs de St. Joseph.....	Seur Octavie de la Croix.....	Pr. I.....	O. P.....	5	38	3	41
s de N.-D. du Calv.....	Sr. Jerome Marie.....	Pr. I.....	O. P.....	8	34	8	60
bbé Jamet.....	Seur Delaitre.....	Pr. I.....	O. P.....	14	38	13	54
bbé Jamet.....	Mme. Etasse, } Directrices	Pr. I.....	O. P.....	6	18	4	29
	Mme. Ernouf, }						
Barthélemy.....	M. Dubranle.....	Pu. I.....	O.....	7			86
Barthélemy.....	M. Dubranle.....	Pr. I.....	O.....	3			38
Cas. Grimaud.....	Grimaud et Meissonier.....	Pr. I.....	O. Mixte.....	7			88
bbé Dessaigne.....	Frère Macaire.....	Pu. I.....	Mixte.....	4	16	3	20
arès Chartreux.....	Frère Paul de St. Gabriel.....	Pr. I.....	O. P.....	10	26	25	62
te Damourrette.....	S. de la Charité de Bourges.....	Pr. I.....	O.....	10			62
ençois Boyer.....	M. Fr. Boyer.....	Pr. I.....	O.....	6			60
Aug. Capon.....	M. Louis Capon.....	Pr. I.....	Mixte.....	2	16		16
la Providence.....	Sr. Marie-Symphorose.....	Pr. I.....	O. P.....	5	14	4	28
eshayes.....	S. Anne Marie du S. C.....	Pr. I.....	O. P.....	9	27	24	75
oux.....	M. de Bouvier.....	Pu. I.....	O.....	7			135
bbé Dupont.....	M. Brancourt.....	Pr. I.....	O. P.....	8	60	9	70
Larnay.....	Supr. St. Hilaire.....	Pr. I.....	O.....	14	63	12	85
epices de Laval.....	Sr. Aug. Louis.....	Pu. I.....	O. P.....	7	24	14	38
geix.....	M. Fargeix.....	Pr. I.....	O.....	3			30
eneestet.....	Frère Marie-Pierre.....	Pr. I.....	Mixte.....	3			22
eneestet.....	Sr. Marie St. Irénée.....	Pr. I.....	Mixte.....	2			22
ode.....	Sr. Geneviève-Marie.....	Pr. I.....	O.....	6			72
le Maire de la Ville.....	M. et M. P. Martineau.....	Pu. E.....	O.....	4	5	8	54
Gabriel-Marie.....	Frère Odérisius.....	Pr. I.....	O.....	3			11
gentobler.....	M. B. Patras.....	Pr. I.....	O. P.....	7	28	25	72
nhard.....	Abbé Castellon.....	Pr. I.....	O.....	10			82
dessaigne.....	Sr. Marie-Thérèse.....	Pr. I.....	Mixte.....	3			22
hagny.....	Seur Reverdy.....	Pr. I.....	O.....	12			59
eshayes.....	Frère Privat.....	Pr. I.....	O. P.....	12	46	7	60
Jastellan.....	M. Salvain.....	Pr. I.....	O.....	3			27
teulé.....	Mme. Jadhars Spr. G.....	Pr. I.....	O. P.....	9		5	44
Larrouy.....	Mlle. Larrouy.....	Pr. I.....	Mixte.....	3			20
ere Deshayes.....	Sr. Marie-Adolphine.....	Pu. I.....	O. P.....	5	35	11	57
de Laveau.....	Frère Médéric.....	Pr. I.....	O. P.....	13	33	20	63
de l'Espée.....	Désiré Grand.....	Pu. I.....	O. P.....	48	114	2	260
ard.....	Mme. Renard.....	Pr. I.....	O.....	1			11
Bouzot.....	Sr. Céleste de la Croix.....	Pr. I.....	O.....	7			68
eshayes.....	R. Frère Benoit.....	Pr. I.....	O. P.....	11	42	12	62
Jamet.....	G.) Mme. Etasse..... }	Pr. I.....	O. P.....	6	20	2	29
	F.) Mme. Ernouf..... }						
Letailandier.....	Sr. Marie-Angèle.....	Pr. I.....	O.....	8	58	4	62
ode.....	Frère Narcisse.....	Pr. I.....	O.....	10			97
de Périé.....	L'abbé Fabregon.....	(Pu. I.....	O.....	3			15
		(Pu. I.....	O.....	4			25
igène-Marie.....	Frère Jovinien.....	Pr. I.....	O. P.....	8	10	15	48
Samson Garnier.....	L'abbé Bidan.....	Pr. I.....	O. P.....	15	40	15	96
mbéry (S. M.).....	M. Clavel Pierre.....	Pr. I.....	O. P.....	21	73	1	83

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
	EUROPE—Cont'd.		
	FRANCE—Cont'd.		
62	Saint-Etienne, Loire.....	Institution de Sourdes-Muettes.....	1838
63	St. Hippolyte-du-Fort, Gard.....	Institution pour les Sourds-Muets Protestants.....	1866
64	St. Laurent-en-Royans, Drôme.....	Institution des Sourds-Muets.....	1865
65	St. Medard-l.-Sois, Aisne.....	Institution des Sourds-Muets.....	1849
66	Tarbes, Hte. Pyrénées.....	Institution des Sourdes-Muettes de S. E.....	1859
67	Toulon, rue de la Valette, Var.....	Institution des Sourds-Muets.....	1866
68	Toulouse, Hte.-Garonne.....	Institut Régional de Sourds-Muets.....	1890
69	Toulouse, rue des Ponts 36, Hte.-Gar.	Institut des Sourds-Muets.....	1836
70	Veyre-Monton, Puy-de-Dôme.....	Institution des Sourdes-Muettes.....	1866
71	Vizille, Isère.....	Institution Départementale des Sourds-Muets.....	1850

NOTE.—(7) The School comprises three divisions :

1st. Sub-primary, from 5 to 6 years.

2d. Primary, from 6 to 13 years.

3d. Advance, from 13 to 17 years.

The present director was largely instrumental in its organization.

(10) This School was originally founded in 1806 by the Abbé Perrenex, a pupil of the Abbé de l'Epée.

The Institution devotes considerable attention to manual training. It gives instruction in shoemaking, tailoring, and dressmaking, in lathe work, modelling, lithography, baking, gardening, etc. Pupils are also taken exclusively for manual training, these devote as apprentices daily eight hours to shop work. Every effort is made to give children attending the School a love for family life, and supervisors are provided for every group of pupils to promote this end, all to encourage sociability and spontaneous practice in speech.

Strict attention is paid to hygiene and proper physical development; to morality and religious instruction.

Pupils are required to write to their parents every month, and the latter receive every quarter from the Director a statement of the health, conduct, and general progress of their children attending school.

The Institution receives two classes of children—free and pay pupils—the latter are required to pay for instruction and tuition five hundred francs for the School term of ten months. Apprentices are required to pay only once an admission fee of three hundred francs for a course of three years instruction.

(11) This is the corresponding Government Institution for girls to the one for boys in Paris. The instruction given is practical with due regard to religious training. The pupils are taught cutting out and fitting of garments, dressmaking, embroidery, lace-making, carpet-weaving, the management of sewing and other machines used by women, designing, water-coloring on wood, leather, silk, and other material, porcelain painting, oil painting of various kinds, photography, including the retouching of photographs; cooking, washing, and ironing, housekeeping, and domestic accounts; in fact, all that goes to constitute the work of women in France.

(15) The late Inspector General of Schools for the Deaf, Mr. O. Claveau, always spoke in the highest terms of this School. Its graduates give satisfaction wherever employed. Ten pupils, in the year 1892, presented themselves for examination with hearing pupils before the municipal authorities, and were accorded approbative notices by the Examining Board; others have since been awarded certificates of efficiency. Manual training is given to pupils in needlework, cutting out, machine-sewing, knitting, embroidery, washing and ironing, and household duties of all kinds. On leaving the institution they find no difficulty in securing desirable employment on equal terms with the hearing. Annually a reunion of graduates takes place at the institution.

(16) The pupils are divided into two distinctly separate divisions—the first comprising all those in attendance at the expense of the municipality or who are received at the reduced price of francs 400 per annum. The other division comprises those pupils for whom francs 800 are annually paid by parents or guardians. Special attention is here given to the utilization of hearing power.

(19-20) This School is jointly one of the three Government Institutions of France located in its extreme eastern department of Savoy. It comprises two distinctly separate divisions, the one for girls and the other for boys. The School course continues seven years. Age of admission from 9-12 years.

The boys are taught shoemaking, tailoring, lathe work, gardening, and farming. The girls receive instruction in needlework, washing and ironing, and household duties.

The estimate of annual expenses of the Institution are francs 130,000, of which the State contributes francs 73,000. The average expense per pupil amounts to francs 1,083. The charge for board is francs 600 a year, and francs 300 are charged for wearing apparel, etc., during the entire school course. The various departments sending indigent pupils pay francs 500 annually.

The Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Sr. Ramié St. Hilaire.....	Sr. Lauriot.....	Pr. I.....	O.....	17			98
Prof. Kilian.....	M. Ed. Jaumes.....	Pr. I.....	O. P.....	7			33
Abbé Champavier.....	Sr. Eulalie.....	Pr. I.....	Mixte.....	5			53
L'abbé Dupont.....		Pr. I.....	O.....	3			25
L'abbé J. Forgues.....	Me. Lasserre.....	Pr. I.....	O. P.....	8	23	3	26
M. F. Luciani.....	M. Luciani.....	Pr. I.....	O.....	2			22
	François Boyer.....	Pr. I.....	O.....	10	14	4	52
L'abbé Chezatte.....	{ Frère Robert pour garçons { S. des S.-Douleurs p. filles	{ Pr. I.....	{ O.....	{ 14			{ 122
Père Flavien.....	Sœur Lucie.....	Pr. I.....	Mixte.....	5			50
Malles Gallien S. M.....	Sr. St. Prudence.....	Pr. I.....	O. P.....	4	20	5	24
				598	1295	316	4098

A report is sent every quarter to the parents and guardians of pupils. Each sex has its distinctive uniform.

The course of instruction embraces the prevailing curriculum in the elementary classes in the public schools for hearing children. All pupils are required to attend drawing lessons for three hours each week, and physical culture is provided for all children according to their age.

The institution possesses a good library.

(21) This institution is conducted by the "Association Philanthropic" for the protection of children having defective speech, the deaf and dumb, the backward, and otherwise abnormal. It is an undenominational institution. The Department of "Vaucluse" grants a subsidy of francs 10,000, and that of "Gard" francs 3,000. It comprises two divisions of pupils. The first consisting of those for whose maintenance francs 1,200 are paid by parents and guardians. The second of such pupils for whom only 500 francs is paid for the school term of ten months. Children from six years of age upward are received. It is estimated that there are in France 130,000 children having defective speech, 60,000 otherwise abnormal, and 40,000 deaf-mutes.

(23) The printing office of this institution has issued a number of publications of exceptional merit; among them "Currière autrefois et aujourd'hui," and recently a valuable statistical contribution of the schools of France entitled, "Institutions des Sourds-Muets, Statistique 1901—les Professeurs de l'Institution de Currière avec la collaboration de l'abbé Bieffel."

(26) Only oral and written language is used according to circular. The pupils at the close of their school course are placed for two years with artisans to learn some trade. The director is an "Officier d'Académie Française, Laureate," etc. The school has a museum comprising some 10,000 objects utilized in teaching pupils. The annual distribution of prizes attracts exceptional attention.

(29) Pupils are admitted from 8 to 12 years of age. The charge for board and tuition to parents and municipalities varies from 275 to 500 francs for school term. Clothing extra if pupil is not provided with the same according to the rules. Manual training is provided for and embraces, gardening, arboriculture, and practical farming, needlework, embroidery, and housework.

(31) This Institution has two blind-deaf-mutes under instruction, and an asylum for deaf-mute adults which has given home to 120 applicants.

(37) A public day-school for the deaf, where pupils take practically the same course of studies given in the schools for the hearing and receive like manual training. All articles made by pupils they are entitled to keep.

(39) The institution is under the patronage of the "Société d'assistance et de patronage pour les sourds-muets et les Jeunes Aveugles du Rhône et des départements voisins." It receives private pay pupils and pupils paid for by State and Municipalities. They are taught shoemaking, gardening, lathe work, lithography, and printing. When found specially apt they are sent to the National School of Fine Arts in Lyons to learn decorative painting and designing applicable to the silk industry which is here of great importance.

(45) Pupils leave this institution prepared to enter upon clerkships, do lathe-work, cabinet-work, and lithographing, etc., and otherwise prove useful citizens.

(48) The theory and practice of manual training is given special attention. Two hours daily each day and Saturdays entirely being devoted to the pupils in these classes. The age of admission ranges from 8 to 12 years, and the school term continues eight years. Pay pupils are charged for the scholastic year francs 550. Municipalities sending pupils are charged francs 500. Uniforms are charged for extra, also sundry other incidentals.

PARIS, le 30 décembre, 1899.

(49) L'Institution Nationale des Sourds-Muets de Paris est exclusivement affectée à l'éducation des jeunes garçons sourds-muets.

Statement of Schools for

Elle est administrée, sous l'autorité du Ministre de l'Intérieur, par un Directeur responsable assisté d'une Commission Consultative, et d'un Conseil de Perfectionnement pour l'enseignement professionnel.

Le personnel administratif comprend, outre le Directeur, un Censeur, un Receveur, un Economé, un Secrétaire et quatre Commis aux Ecritures.

Le service médical est assuré par un médecin, un médecin otologiste, deux médecins adjoints, un médecin oculiste, un médecin dentiste, un chef de clinique et deux dames infirmières diplômées.

Une clinique gratuite est annexée à l'Institution Nationale pour le traitement des maladies de l'oreille.

Le service des consultations est confié au médecin otologiste assisté des deux médecins adjoints et du chef de clinique.

Les enfants sont admis à l'Institution Nationale dès l'âge de six ans. Ils restent dans la classe enfantine jusqu'à neuf ans; ils commencent alors le cours régulier de l'enseignement qui comprend huit années d'études ainsi réparties :

1 ^o Cours élémentaire.	{ première année. deuxième " troisième "	Petit quartier.
2 ^o Cours moyen.	{ quatrième " cinquième " sixième "	Moyen quartier.
3 ^o Cours supérieur.	{ septième " huitième " Cours de perfectionnement.	Grand quartier.

A partir de la quatrième année d'enseignement, les élèves commencent l'apprentissage de l'une des professions suivantes : horticulture, cordonnerie, couture, typographie, sculpture sur bois, menuiserie.

Le prix de la pension annuelle est fixé à 900 frs.

Le prix de la demi-pension annuelle est fixé à 450 frs.

Le prix de l'external annuelle est fixé à 250 frs.

Le montant du trousseau est de 400 francs pour les pensionnaires et de 160 francs pour les demi-pensionnaires.

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
GERMANY.			
1	Aachen, An der Schanz, Preussen.....	Provinzial Taubstummenanstalt.....	1838
2	Altdorf, bei Nürnberg, Bayern.....	Kreis Taubstummenanstalt.....	1831
3	Angerberg, Ost Preussen.....	Provinzial Taubstummenanstalt.....	1838
4	Ansbach, Bayern.....	Städte. Taubstummenanstalt.....	1831
5	Augsburg, Bayern.....	Kreis Taubstummenanstalt für Knaben.....	1834
6	Bamberg, Bayern.....	Vereins Taubstummenanstalt.....	1844
7	Bayreuth, Kasern Str., Bayern.....	Protestantische Kreis Taubstummenschule.....	1837
8	Bensheim, Gr. H. Hessen.....	Staats Taubstummenanstalt.....	1848
9	Berlin, Elsass Str. 86-88.....	K. Taubstummen u. Lehrerbildungsanstalt.....	1788
10	Berlin, O. Markus Str. 49.....	Städt. Taubstummenschule.....	1876
11	Berlin, Kloster Str. 65-67.....	Kindergartenanstalt für Taubstumme.....	.....
12	Berlin-Weissensee, Park Str. 18.....	Israelit. Vereins Taubstummenanstalt.....	1873
13	Berthelsdorf, Sachsen.....	Anstalt für Schwachsinnige Taubstumme.....	.....
14	Bonningheim, Württemberg.....	Könige. Taubstummenanstalt.....	1838
15	Braunschweig, Wolfenbüttel Str. 25.....	Staats. Taubstummenanstalt.....	1837
16	Bremen.....	Vereins Taubstummenanstalt.....	1837
17	Breslau, Stern Str. 32-36, Schlesien.....	Provinzial Taubstummenanstalt.....	1838
18	Bromberg, Posen.....	Provinzial Taubstummenanstalt.....	1871
19	Bruh, Rheinprovinz.....	Provinzial Taubstummenanstalt.....	1864
20	Buren, Westfalen.....	Provinzial Taubstummenanstalt.....	1830
21	Camberg, Hessen Nassau.....	Provinzial Taubstummenanstalt.....	1811
22	Coburg, Sachs. Cobg. Gotha.....	Herzogl. Taubstummen u. Lehranstalt.....	1836
23	Danzig, West Preussen.....	Städt. Taubstummenschule.....	1878
24	Detmold, Lippe Detmold.....	Staats Taubstummenschule.....	1841
25	Dillingen, Bayern.....	Privat Taubstummenanstalt.....	1847
26	Dillingen, Gr. H. Baden.....	Privat Taubstummenanstalt.....	1838
27	Dresden, Chemnitz Str. 2.....	Staats Taubstummenanstalt.....	1838
28	Dresden-Plauen, Chemnitz Str. 18.....	Taubstummen-Vorschule.....	1873
29	Elberfeld, Rheinprovinz.....	Evangel. Prov. Taubstummenanstalt.....	1838
30	Emden, Prov. Hannover.....	Ostfriesische Taubstummenanstalt.....	1818
31	Erfurt, Prediger Str. 8-9, Pr. Sachsen.....	Provinzial Taubstummenanstalt.....	1833
32	Essen, Rheinprovinz.....	Provinzial Taubstummenanstalt.....	1830
33	Frankenthal, Rheinfalz.....	Kreis Taubstummenanstalt.....	1833
34	Frankfurt a. M.....	Taubstummen-Erziehungsanstalt.....	1817
35	Friedberg, Gr. H. Hessen.....	Staats Taubstummenanstalt.....	1837
36	Furth, Bayern.....	Städte. Taubstummenschule.....	1876

Deaf, December, 1900—Cont'd.

bourses ou des fractions de bourses sont accordées par l'Etat, les départements, les villes ou les communes uvres de bienfaisance.

nombreux prix en argent d'une valeur de 80 à 400 francs sont décernés chaque année aux élèves qui se font par leur assiduité, leur application et leur bonne conduite.

chefs d'ateliers et les élèves du cours supérieur sont intéressés dans les produits du travail des ateliers telle que la maison n'en retient aucun bénéfice.

cours pour les sourds-muets adultes des deux sexes sont professés toute l'année par les membres du enseignant de l'Institution Nationale.

DESIRE GIRAUD,

Le Directeur de l'Institution Nationale.

Curriculum similar to that in other first-class schools, and the charge for admission approximately the The scholars are separated into primary and advanced sections, each receiving paternal supervision and

60) These are two separate schools under one management, the one for boys the other for girls. The nent du Nord pays 400 francs each for 67 pupils, and Morbihan the same for 16 pupils. In addition there e free pupils. Gardening, farming, shoemaking, lathe-work, needlework, and housework generally are

"We have three distinct classes of inmates, viz, 1st, pupils who attend the classes generally; 2d, appren- no pay for their maintenance by the work they perform, and 3d, workmen who are former graduates of itution, had been taught by signs, and prefer to remain for their maintenance. Of the apprentices 34 use

Of the workmen 41 yet use signs. These three categories of inmates are completely separated, but ne management. Our manual training embraces book-binding, shoemaking, tailoring, printing, lithog- engraving, locksmithing, lathe-work, and gardening."

This School would seem to be identical with that of Dijon No. 25 above, Clavel J. Pierre, Director, a the recent statistiques (1901) published by the Currière School, although the data given by M. Boyer, the Volta Bureau indicate it to be different.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Haessen-u. Klapper...	Wilh. Linnartz, Dir.....	O. E.....	Is.....	8	35	14	46
aser.....	Dekan Ruprecht.....	O. I.....	R. Is.....	2	7	7	18
Landtag.....	Walt. Wiechmann, Dir.....	O. E.....	R. Is.....	14	42	55	139
Regierung.....	Endner, Lehrer.....	O. E. u. Pu.	Is.....	1	3	2	5
Regierung.....	H. Koch, Vorstd.....	O. I.....	R. Is.....	4	14	23	48
Ig. Heunisch.....	Dr. Lahner.....	O. I.....	Is.....	4	2	7	34
aser.....	Geo. Friederich, Obir.....	O. I.....	Is.....	3	13	4	15
rzg Ludwig.....	Wilh. Hemmes, Dir.....	O. E.....	Is.....	10	37	42	69
A. Eschke.....	Eduard Walther, Dir.....	O. I. E.....	R. Is.....	11	34	19	83
er. Bertram.....	Albert Gutmann, Dir.....	O. E.....	Is.....	18	75	27	155
ich.....	M. Reich Dir.....	Pr. I.....		4			36
Regierung.....	Trt. Fr. Streich, Ob. Insp.	O. I.....	R. Is.....	7			54
Regierung.....	Gust. Schlott, Ob. Insp.	O. E. u. I.	Is.....	7	20	20	58
Orgies.....	H. Marquart, Vorstr.....	Pr. I.....		4			30
n. Untersts. Vern.....	Bd. Bergmann, Dir.....	Pr. I. E.....	R. Is.....	31	83	40	210
m Schmidt.....	O. Nordmann, Vorstr.....	O. E.....		9			75
ung.....	H. Fieth, Dir.....	O. E.....	R. Is.....	8	19	15	65
Israel.....	Ferd. Derigs, Dir.....	O. E.....	Is.....	9	28	28	80
V. Schütz (Dm.).....	Wilh. Wehrheim, Dir.....	O. E.....	Is.....	14	49	24	95
Jungk.....	A. Schott, Vorstr.....	O. E.....	R. Is.....	2	7	5	10
Magistrat.....	Bruno Badau, Vorstr.....	O. E.....	R. Is.....	4			39
Reg. Wagner.....	Georg Sauerlander.....	O. E.....	Is.....	2	5	3	18
ckardt-u. Sprenger.....	Mag. Niedermair, Dir.....	Pr. I.....	Is.....	8	17	28	53
F. Jencke.....	— Schweickhardt, Lehr	Pr. I.....		2			13
J. F. Jencke.....	H. G. Stötzner, Dir.....	O. I. E.....	Is.....	4			197
i. Prov. Reg.....	H. G. Stötzner, Dir.....	O. I.....	Is.....	4	20		32
rein.....	W. Sawallisch, Dir.....	O. E.....	R. Is.....	7	29	6	48
urur Loge.....	Otto Danger, Dir.....	O. I.....	R. Is.....	5	10	16	35
Regierung.....	Karl Prüfer, Dir.....	O. I. E.....	Is.....	9		12	79
Her. Ochs, Dir.....	Her. Ochs, Dir.....	O. E.....		6			53
John Kling, Vorstd.....	John Kling, Vorstd.....	O. I.....		8			79
Joh. Vatter, Ob. Lehr.....	Joh. Vatter, Ob. Lehr.....	O. I.....	R. Is.....	4			36
g Kosel.....	— Wodsege, Dir.....	O. E.....		7			43
Peter Fischer, Lehr.....	Peter Fischer, Lehr.....	O. E.....	Is.....	1	2	2	6

Statement of Schools for

1	2	3	4
	Location.	Name.	Date when opened.
	EUROPE—Cont'd.		
	GERMANY—Cont'd.		
37	Gerlachsheim, Gr. H. Baden.....	Gr. H. Badische Taubstummenanstalt.....	1874
38	Gmund, Württemberg.....	Königl. Taubstummen und Blindenanstalt.....	1897
39	Gmund, Württemberg.....	Filial Taubstummenanstalt der Barmherzn. Schw.....	1896
40	Guben, Brandenburg, Csinger Str. 1.....	Provincial Taubstummenschule.....	1891
41	Halberstadt, Prov. Sachsen.....	Provincial Taubstummenanstalt.....	1876
42	Halle a. S., Prov. Sachsen.....	Provincial Taubstummenanstalt.....	1876
43	Hamburg, Bürgerweide 21.....	Staats Taubstummenschule.....	1827
44	Heiligenbronn, Württemberg.....	Privat Taubstummenanstalt.....	1864
45	Hildburghausen, Sach. Meiningen.....	Herzogl. Taubstummenanstalt.....	1828
46	Hildesheim, Prov. Hannover.....	Provincial Taubstummenanstalt.....	1839
47	Hohenwart, Bayern.....	Privat Taubstummenanstalt.....	1876
48	Homburg, Cassel.....	Ständische Taubstummenanstalt.....	1836
49	Iessenheim, Ob. Elsass.....	Kathol. Taubstummenanstalt.....	1836
50	Jena, Sachs. Weim. Eisnach.....	Erziehungsanstalt für Schwerhörige u. Ertaubte.....	1894
51	Kempen, a. Rh., Rheinprovinz.....	Provincial Taubstummenanstalt.....	1841
52	Köln, Hosengasse 10.....	Vereins Taubstummenschule.....	1831
53	Königsberg I, Preussen.....	Provincial Taubstummenanstalt.....	1817
54	Königsberg II, Preussen.....	Lehranstalt für Taubstumme Kinder.....	1873
55	Koslin, Prov. Pommern.....	Provincial Taubstummenanstalt.....	1860
56	Langenhorst, Westfalen.....	Provincial Taubstummenanstalt.....	1811
57	Leipzig, Thalstr. 38, Sachsen.....	Staats Taubstummenanstalt.....	1778
58	Liegnitz, Schlesien.....	Provincial Taubstummenanstalt.....	1831
59	Lubeck, Shockenglesser Str. 33.....	Berend Schrödersche Schule.....	1836
60	Ludwigslust, Gr. H. Meck. Schw.....	Staats Taubstummenanstalt.....	1840
61	Marlenburg, W. Preussen.....	Provincial Taubstummenanstalt.....	1838
62	Meersburg, Baden.....	Gr. H. Taubstummenanstalt.....	1758
63	Metz, Elsass-Lothringen.....	Kaiserl. Taubstummenanstalt.....	1876
64	München, Goethe Str. 70, Bayern.....	Königl. Central Taubstummen Inst.....	1804
65	München, Bayern.....	Hell anstalt für Sprach Kranke.....	
66	Nagold, Württemberg.....	Königliche Taubstummenanstalt.....	1897
67	Neuwied, Rheinprovinz.....	Provincial Taubstummenanstalt.....	1857
68	Nürnberg, O. Abth. Württemberg.....	Städt. Taubstummenschulen (4).....	1832
69	Nürtingen, Württemberg.....	Königl. Taubstummenschule.....	1846
70	Osnabrück, Hannover.....	Provincial Taubstummenanstalt.....	1857
71	Osterburg, Prov. Sachsen.....	Provincial Taubstummenanstalt.....	1804
72	Petershagen, Westfalen.....	Provincial Taubstummenanstalt.....	1851
73	Posen, Preussen.....	Provincial Taubstummenanstalt.....	1832
74	Ratibor, Schlesien.....	Vereins Taubstummenanstalt.....	1836
75	Regensburg, Bayern.....	Kreis Taubstummenanstalt.....	1839
76	Rosel, O. Preussen.....	Provincial Taubstummenanstalt.....	1840
77	Rostock, Mecklb. Schwerin.....	Vereins Taubstummenanstalt.....	1836
78	Schleiz, Reuss, J. L.....	Staats Taubstummenanstalt.....	1847
79	Schleswig, Schleswig-Holstein.....	Provincial Taubstummenanstalt.....	1799
80	Schlochau, W. Preussen.....	Provincial Taubstummenanstalt.....	1873
81	Schneidemühl, Posen.....	Provincial Taubstummenanstalt.....	1873
82	Soest, Westfalen.....	Provincial Taubstummenanstalt.....	1831
83	Stade, Hannover.....	Provincial Taubstummenanstalt.....	1857
84	Stettin, Pommern.....	Provincial Taubstummenanstalt.....	1839
85	Stralsund, Pommern.....	Städte Taubstummenanstalt.....	1837
86	Strassburg-Neudorf, Elsass.....	Evangel. Prot. Taubstummenanstalt.....	1869
87	Strassburg-Kuprechtsau.....	Jacquot Taubstummenanstalt.....	1834
88	Strassburg.....	Städtische Fortbildungsschule für Taubstumme.....	
89	Straubing, Bayern.....	Kreis Taubstummenanstalt.....	1836
90	Tiege, West Preussen.....	Marlen Taubstummenanstalt.....	
91	Trier, Kaiser Str. 18, Rheinprovinz.....	Provincial Taubstummenanstalt.....	1879
92	Weimar, Kaiserin Augusta Str. 17.....	Herzogl. Taubstummen u. Blindenanstalt.....	1833
93	Weissenfels, Prov. Sachsen.....	Provincial Taubstummenanstalt.....	1839
94	Wildeshausen, Oldenburg.....	Taubstummen Lehr Institut.....	1839
95	Wilhelmsdorf, Württemberg.....	Anstalt für Normal u. Schwachsin-Taubstumme.....	1857
96	Winnenden, Württemberg.....	Paulinenpflege.....	1813
97	Wriezen, Provinz Brandenburg.....	Wilh. Augusta Stift Taubstummenschule.....	1879
98	Wurzburg, Bayern.....	Kreis Taubstummenanstalt.....	1841
99	Zell (Eysölden), Bayern.....	Privat Taubstummenanstalt.....	1873

NOTE.—(3) Six hours each week are devoted to the manual training of girls by a special teacher. The manual training of boys is confined to paste-board work.

(9) The normal training class attached to this School comprises 8 male and 3 female teachers. The Royal Deaf-Mute Institution at Berlin is the only State institution proper in the Kingdom of Prussia. Its object is

af, December, 1900—Cont'd.

5	6	7	8	9	PUPILS.		
					10	11	12
Founder.	Executive Officer.	Character.	Method.	Teachers.	Con- genital	S. H. P.	Total.
Friederich.....	Joh. Bap. Zampani, Vorstr.	O. I.	LS.	13	22	21	100
dt. pfar. Kratzer.....	Tr. Fr. Strelch, O. Insp.	O. I.	R. LS.	7	26	12	54
z'n Schwestern.....	Schwester Felix, Vorstr.	O. I. E.	LS.	8	20	23	64
burger Regierung.....	Paul Kopka, Dir.	O. I. E.	R. LS.	12	60	28	101
derlow.....	Wilh. Kell, Dir.	O. I. E.	R. LS.	8	41	18	86
Lehr. A. Klotz.....	K. Franke, Dir.	O. E.	LS.	7	32	35	65
V. Buck u. andr.....	H. Söder, Dir.	O. I. E.	LS.	12	24	23	101
uchs.....	Hochw. H. A. Stöhr, Vorstr.	Pr. I.	LS.	11	11	49	64
il. Heil.....	Dr. O. Rückert, Insptr.	O. E.	LS.	4	13	9	26
stig Keits Verein.....	V. Staden, Dir.	O. I. E.	LS.	13	29	10	85
Wagner.....	M. Stanisla Hausmann, Ob.	Pr. I.	LS.	5	24	8	53
afft.....	Müncher, Dir.	O. E.	LS.	15	22	106	
Rappoltsweller.....	E. S. Petrouilla, Vorst.	Pr. I.	LS.	10	25	15	54
ckmann.....	K. Brauckmann, Dir.	Pr. I.	LS.	3	11	12	
egierung.....	H. Kirfel, Dir.	O. E.	LS.	5	19	6	40
ttgenstein, u. a.....	N. Weissweiler, Dir.	Pr. E.	LS.	12	34	8	79
mann, u. k. Regierg.....	Fr. Reimer, Dir.	O. E.	R. LS.	15	39	14	94
sen Cent. Verein.....	H. Scheffler, Hptl.	Pr. E.	LS.	6	48	88	
.....	K. Oltersdorf, Vorstr.	O. E.	LS.	8	26	79	
Seminar.....	Mart. Bruss, Dir.	O. E.	R. LS.	10	33	54	156
Heinicke.....	Dr. K. Robt. Voigt, Dir.	O. I. E.	LS.	18	92	54	156
röder.....	H. Kratz, Dir.	Pr. I.	LS.	11	33	21	94
röder.....	H. Strackerjahn, O. Lehr.	O. E.	LS.	2	5	8	14
l Friederich.....	F. Mulsow, Dir.	O. E.	LS.	10	21	62	
erband.....	C. Hollenweger, Dir.	O. E.	LS.	12	38	28	115
arl. Friederich.....	Mart. Härter, Vorst.	O. I.	LS.	14	54	63	101
Regierung.....	Emil Erbrich, Dir.	O. I.	LS.	7	10	10	48
Ernsdorfer.....	Max Koller, Dir.	O. I. u. E.	R. LS.	10	43	36	92
.....	— Gentner, Dir.	Pr.	LS.	3	3	15	26
gel u. a.....	Dr. Brügel, Vorst.	O. E.	R. LS.	8	40	22	65
gierung.....	Theo. Barth, Dir.	O. E. I.	R. LS.	5	13	15	52
agistat.....	Prof. Dr. Glauning, Insp.	O. E.	R. LS.	5	15	20	39
t.....	H. Weber, O. Lehr.	O. E.	R. LS.	10	20	17	64
Regierung.....	Otto Zeller, Dir.	O. E.	LS.	4	18	26	68
kamp.....	E. Meinacke, Dir.	O. E.	LS.	9	78	40	183
egierung.....	Herm. Winter, Dir.	O. I.	LS.	20	107	72	284
rer Loge.....	F. Radomski, Dir.	Pr. I.	LS.	29	20	12	63
g.....	Alb. Schwarz, Dir.	O. I. E.	LS.	9	11	20	67
lt.....	Joh. Döring, Vorst.	O. E.	LS.	13	1	27	14
von Senatoren.....	Th. Heinick, Dir.	O. I.	LS.	3	79	50	142
.....	Wilh. Lemke, Lehr.	O. E.	LS.	13	34	45	127
Pfingsten.....	H. Pahlhorn, Dir.	O. E. I.	LS.	14	55	31	115
V. Oven.....	Aug. Engelke, Dir.	O. E.	LS.	11	20	24	68
egierung.....	Carl Einert, Dir.	O. I. E.	LS.	9	37	16	59
st. der Prov.....	Theo. Schmalz, Dir.	O. E.	LS.	9	29	10	74
ehörden.....	Geo. Heinrich, Dir.	O. E.	R. LS.	4	20	9	37
Prov. Regierg.....	H. G. Schröder, Dir.	O. E.	LS.	5	33	45	41
, Kruse u. a.....	H. Erdman, Dir.	O. I.	LS.	7	30	8	50
epenbring.....	H. Voss, Vorstr.	O. E.	LS.	5	22	30	60
outot.....	Karl Woerth, Vorst.	Pr. I.	R. LS.	5	38	5	38
or Lemberger.....	Ch. Jacoutot, Dir.	Pr. I.	LS.	8	66	37	
.....	W. Reuschert, Dir.	O. I.	LS.	5	45	44	108
andtag.....	Anton Hofbauer, Vorst.	O. I.	LS.	4	14	13	28
gierung.....	W. H. Cüppers, Dir.	O. E.	LS.	15	47	40	125
Direktion.....	Fr. Langlotz, Dir.	O. E.	LS.	11	41	37	102
Pet. Fr. Ludwig.....	H. Jarand, Dir.	O. E.	R. LS.	3	18	27	27
wald.....	Her. Fr. Tietjen	O. E.	LS.	7	60	38	
rer Heim.....	J. Ziegler, Dir.	Pr. I.	LS.	9	38	5	38
andenburg.....	Beissler, Insp.	Pr. I.	LS.	8	66	37	
Hummel.....	Fried. Kauer, Dir.	O. I. E.	LS.	13	45	44	108
Wagner.....	O. S. Wolff, Vorst.	O. I.	LS.	4	14	13	28
.....	Jula. Habet, Vorst.	Pr. I. E.	R. LS.	15	47	40	125
.....	.....	.....	.....	11	41	37	102
.....	.....	.....	.....	3	18	27	27
				798	2175	1651	6497

normal training school for teachers of the deaf; for this purpose the State Minister of Instruction annually five or six young teachers, either male or female, to attend the institution for two years and give theoretical and practical instruction. Upon concluding the term of training, they undergo, in y with the order issued June 27, 1878, relating to teachers of the deaf, an examination, upon which, if

Statement of Schools for

successfully passed, they are certified as qualified for appointment as teachers in any of the schools for the deaf in the various Provinces of the State. During this attendance at the training school in Berlin, each one receives annually a State subsidy of marks 1,200 (\$291). The deaf-mute school connected with the institution constitutes primarily a practice school for the teachers. For further particulars see Walther: *Die Königliche Taubstummenanstalt zu Berlin, 1898*, Verlag von Elwin Staude.

(10) This School comprises 11 co-educated classes ranging from 10 to 14 pupils each. A class for Aural treatment and instruction was organized during the year, but finally discontinued, owing to the fact that it failed to give anticipated beneficial results; on the contrary, it rather proved harmful to some of the pupils. Public examinations have been abandoned, and since 1898 in lieu thereof so-called parents' hours have been introduced with a view to create a closer union between the School and the homes of the pupils. The hours when parents and guardians may attend the regular course of instruction have proved a success, more especially in the primary and intermediate classes, which at these stated periods are being increasingly attended by parents and others directly interested in the children. The pupils of this School generally attended the fetes and excursions given for the benefit of the public schools for the hearing. Likewise, from 2 to 4 of these children were distributed among the various country vacation homes provided for brief sojourn of indigent hearing children. All of the pupils desirous to learn trades on completing their school course were provided with suitable homes with artisans and thus became self-supporting, and could furthermore, if desired, continue their studies in the existing post graduate courses provided, as in connection with this School there are also school extension or post graduate courses, viz., three for boys and two for girls, which have an attendance at present of 65 pupils. 900 marks were contributed during the year 1900 by the school authorities in aid of indigent deaf pupils, exclusive of 102 marks and 85 pfennige towards car fares.

(15) The buildings of this Institution being unsuitable, at the instance of Princess Albrecht, wife of the Duke of Brunswick and daughter of the deaf Duchess of Altenburg, the government erected a fine and suitable building which has been occupied since 1892. In this, since passage of the compulsory education law of March 30, 1894, which includes the deaf, all of these in the Duchy are educated during the school course of eight years, either at government expense or when able to pay at the rate of 100 marks for each school term, and when boarded 300 marks additional.

All teachers employed must previously have passed the prescribed State examination.

(17) During the past year an Aural class has been organized for all pupils showing requisite hearing power, to ascertain which Dr. Bezolds continuous sound-scale is used. For the purpose of securing additional information two teachers have been granted leave of absence—Mr. Heidsiek to visit the schools of the United States, and Mr. Kilian to visit Austria. The Minister of the Interior has granted to two of our teachers monthly an extra subsidy of 100 marks. Mr. Heilscher, for the purpose of pursuing advanced studies, and Mr. Ulrich, who had successfully passed the examination for the position of principal, for a journey to attain additional information. Attention is being given to provide religious services for adult deaf. Attendance not being made obligatory by law, it would appear many pupils yet reach the school at too advanced an age to prove adequate for their proper instruction, regardless of the fact that maintenance and instruction is free to the indigent.

(19) "Natural gestures are indispensable during the early attendance at school, but they must in the progress of instruction cease to be used."

(28) This is a sub-primary school for the main institution. Pupils are admitted at the age of six years. During the first year they are in charge of a kindergartner and learn lip-reading, reading, and writing; are not taught speech but proper exercise in breathing, correct observation, and the use of their hands. Articulation is added in the second year.

(30) "The founders of this institution were in reality Superintendent Lenz in Leer, and head-teacher Edward Edzards."

"The parents of four of the pupils are cousins and aunt. One of these pupils has two deaf sisters, one a deaf brother, and another a deaf sister, and in addition one has a deaf uncle and a deceased idiotic brother. Of the four families to which these pupils belong each family has three deaf children. Another family has two deaf children. Two pupils are cousins, two have deaf aunts, and two have deaf uncles. Thirty-two of the pupils are more or less intellectually normal and three sub-normal. Of the three children having some hearing powers only one could speak indifferently, while another had to acquire speech the same as if he were totally deaf, yet could sing perfectly correct several melodies."

the Deaf, December, 1900—Cont'd.

(37) Six classes. School course six to eight years. Age of admission from 8 to 11 years.

(38) The blind have been sent to Stuttgart. The State pays the head-teacher and grants an annual subsidy of 300 marks for each pupil.

(41) 70 pupils are boarders, 31 are day scholars. Boys are taught scroll-sawing and drawing. No special manual training teachers employed for the girls.

(47) In addition to the 53 pupils, 75 adults are provided with a home during life time, and in return assist in the manufacture of church requisites of all kinds.

(48) The majority of pupils belonging to the province pay nothing; very few pay the full amount of annual charges, 297 marks. Three from the province of Waldeck pay 360 marks each. The amount of State subsidy received by the institution is 3,000 marks.

(53) No special manual training teacher employed for the girls. The boys leave school when fifteen years of age to be apprenticed to some trade.

(57) Religious worship is provided for in this and other schools of the State. The total expenses of this Institution (1898) amounted to 125,462 marks; the State covered 113,897 marks by subsidy.

(67) This school is composed of two sections:

a. Normal mentally.

b. Subnormal or backward.

(68) This school has no building of its own, but occupies rooms in two separate adjacent public school buildings. Two pupils have defective organs of speech and are feeble-minded.

(74) The Institution embraces a main and a branch department. The main department consists of the new arrivals and the backward, numbering at present 68 boys and 67 girls. In the branch department there are 84 boys and 65 girls. The boys receive manual training and the girls are also taught various branches of handwork.

(75) Catholic and Protestant pupils each receive religious instruction in accordance with their respective beliefs. Both girls and boys receive manual training. The Royal and Provincial Governments grant subsidies in addition to the funds provided by the "Society to Promote the Education of the Deaf."

(76) This Institution was originally established by Dr. Arndt in 1840 at the Royal Catholic Seminary in Braunsberg, with a view to enable those receiving normal training to familiarize themselves likewise with the instruction of the deaf. In 1878 the Provincial Government assumed charge, and in 1881 transferred the School for the Deaf to a building of its own in Roessel since then. Six Catholic and six Protestant teachers have charge of the instruction given, which also includes manual training in paste-board work and scroll-sawing.

(79) This Institution admits pupils every two years to its boarding or internat department. The medium and best gifted of these are then transferred to the day school or externat department, where they continue six years longer. The backward pupils remain continuously as yet in the boarding department, but it is contemplated to limit the time in the boarding department to four years for all pupils, and a like number of years to the day-school department. During the first two years the pupils are divided according to aptitude and with reference to the curriculum they are to pursue into sections A, B, C. A society in aid of the deaf comprising a membership of 30,000 hearing persons exists in the province, which among other benefactions has established a "Home" for indigent yet deserving aged deaf; its present inmates being seven in number. In connection with the Institution there are likewise two endowed benefactions, the one for indigent deaf of both sexes, and the other for female orphans and crippled or ailing girls. Both of these funds aggregate 80,000 marks.—ENGELKE.

(81) Manual training is given to both boys and girls. A supplementary school for adult deaf has likewise been opened by this Institution.

(86) The boys receive instruction in gardening, housework, carpentering, and lathe-work.

(91) Obligatory attendance for deaf and blind is exacted in the Grand Duchy of Weimar. When parents or guardians are unable to pay the charges amounting to 255 marks, Municipal or State funds are brought into requisition.

(92) Girls and boys receive manual training. Twelve pupils receive weekly four times special supplementary manual training with a view to increase their hearing power; their instructors receive extra pay for the same.

(97) Manual training is obligatory. Drawing as its foundation receiving special attention. The Institution is furnished with a stage where children's dramatic performances take place. In this Institution there is a blind-deaf girl from Louisville, Kentucky, named Theresa Exner, educated by the combined means of gestures and speech. She speaks distinctly and expresses herself in choice language.

Statement of Schools for

1	2	3	4
	Location.	Name	Date when founded or opened.
	GREAT BRITAIN.		
	ENGLAND.		
	County.		
1	Bucks., High Wycombe	Chipping Wycombe Board Deaf School.....	1897
2	Derby, Friar Gate.....	Royal Institution for the Deaf and Dumb.....	1873
3	Devon, Exeter.....	West of England Institution for the Deaf.....	1828
4	Devon, Northhill.....	Plymouth, Mount St. Board Deaf School.....	1896
5	Durham, Darlington.....	Board Deaf School.....	1897
6	Durham, Stockton-on-Tees.....	Board Deaf School.....	1898
7	Essex, Barking.....	North Street Board Deaf School.....	
8	Essex, West Ham.....	Frederick Road Board Deaf School.....	1898
9	Essex, West Ham.....	Stratford Board Deaf School.....	
10	Essex, Walthamstow.....	Queen's Road Board Deaf School.....	
11	Gloucester, Bristol.....	District Institution for the Deaf and Dumb.....	1841
12	Gloucester, Bristol.....	Kingsdown Board Deaf School.....	1898
13	Kent, Woodvale.....	Bexley Private School for Deaf.....	1898
14	Lancaster, Burnley.....	Elizabeth St. Board Deaf School.....	1897
15	Lancaster, Liverpool.....	Schools for Deaf and Dumb, Oxford Street.....	1826
16	Lancaster, Oldham.....	Board Deaf School, Crossbank Street.....	1898
17	Lancaster, Preston.....	Royal Cross School for the Deaf.....	1894
18	Lancaster, Stretford.....	Manchester Schools for the Deaf, Old Trafford.....	1828
19	Leicester.....	Leicester Board Deaf School, Archdeacon Lane.....	1884
20	London, Chelsea.....	Ackmar-road, Fulham, S. W.....	1898
21	London, Chelsea.....	Brook Green, Hammersmith, W.....	1900
22	London, Finsbury.....	"Hugh Myddleton," The Clerkenwell, E. C.....	1892
23	London, Finsbury.....	Newington Green, Stoke Newington, N.....	1898
24	London, Greenwich.....	Stanley-street, Deptford, S. E.....	1898
25	London, Greenwich.....	Burrage-grove, Plumstead, S. E.....	1899
26	London, Hackney.....	Catherine-Street, Hoxton, N.....	1892
27	London, Hackney.....	Homerton Residential School, High St., N. E.....	1900
28	London, Hackney.....	Homerton Row, High St., N. E. (Permanent Centres).....	1900
29	London, Hackney.....	Summerford-street, Bethnal Green, N. E.....	1892
30	London, Lambeth East.....	Boundary Lane, Camberwell, S. E.....	1894
31	London, Lambeth East.....	"John Ruskin," The Beresford Street, Camberwell.....	1899
32	London, Lambeth West.....	Surrey-lane, Battersea, S. W.....	1890
33	London, Lambeth West.....	Cavendish-road, Balham, S. W.....	1890
34	London, Marylebone.....	Capland-street, Lisson-grove, N. W.....	1897
35	London, Marylebone.....	Stanhope-street, Euston-road, N. W.....	1897
36	London, Southwark.....	"Alma," The, Bermondsey, S. E.....	1890
37	London, Southwark.....	Pocock-street, Blackfriars, S. E.....	1899
38	London, Tower-Hamlets.....	Farrance-street, Limehouse, E.....	1894
39	London, Old Kent Road.....	British Asylum for the Education of the Deaf and Dumb.....	1792
40	London, Margate, Kent.....		
41	London, West London.....	The Grange, 61 Nightingale Lane (Jews' School).....	1895
42	London, Brondesbury.....	Barber's Private School for the Deaf.....	1896
43	London, Ealing, Castle Bar Hill.....	Training College and Practice School for Teachers.....	1876
44	London, 11 Fitzroy Square.....	Training College and Day-School for Teachers.....	1851
45	London, Lower Clapton.....	Asylum for Deaf and Dumb Females.....	1851
46	London, Custom House.....	Frederick Road Board School Deaf Centre.....	1898
47	London, Finsbury.....	"Hugh Myddleton".....	1897
48	London, Greenwich.....	Stanley-street.....	1893
49	London, Hackney.....	Homerton-Row.....	1898
50	London, Hackney.....	Summerford-Street.....	1893
51	London, Lambeth East.....	Boundary-Lane.....	1893
52	London, Lambeth West.....	Surrey-Lane.....	1893
53	London, Marylebone.....	Capland-Street.....	1893
54	London, Marylebone.....	Stanhope-Street.....	1893
55	London, Tower-Hamlets.....	Farrance-Street.....	1893
56	Middlesex, Enfield.....	Bush Hill Park Board School.....	1896
57	Middlesex, Tottenham.....	Bruce Grove Board Deaf School.....	1896
58	Norfolk, Grt. Yarmouth.....	Central Board Deaf School.....	1896
59	Northampton, Wickham House.....	East Park Parade School for Deaf Boys.....	1896
60	Northumberland, N. C.-upon-Tyne.....	Northern Counties Institution for the Deaf.....	1826
61	Nottingham, Nottingham.....	Clarendon Street Board Deaf Classes.....	1898
62	Stafford, Stoke-on-Trent.....	Joint Boards Deaf School.....	1896
63	Surrey, Croydon.....	Princess Road, Board Deaf School.....	1896
64	Sussex, Brighton.....	Institution for the Instruction of the Deaf.....	1843
65	Warwick, Aston.....	Whitehead Road Board Deaf School.....	1894
66	Warwick, Birmingham.....	Moseley Road Board Deaf School.....	1896
67	Warwick, Birmingham.....	Stanforth Hall Board Deaf School.....	1894
68	Warwick, Birmingham.....	Edgbaston R. Institution for the Instruction of the Deaf.....	1812
69	Worcester, Dudley.....	Dudley Board Deaf School.....	
70	York, Boston Spa.....	St. John of Beverly Institution for the Deaf.....	1870

af, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Board.....	Nora K. Pirrie, Hm.....	P. D.....	P. O.....	1	5	2	8
R. Roe.....	W. R. Roe, Hm.....	Pu. B.....	O.....	19	103	17	145
uckfield.....	Peter A. Dodd.....	Pu. B.....	O.....	10	60	19	84
Board.....	M. Linton Robertson.....	Pu. D.....	O.....	3	12	2	20
Board.....	John Watson, Hm.....	Pu. D.....	O.....	2	4	3	11
werby.....	John A. Gilhespy.....	Pu. D.....	O.....	3	14	5	20
Board.....	Marg. E. Oldfield, Hm.....	Pu. D.....	O.....	2	13	4	19
		Pu. D.....					36
		Pu. D.....					16
7 and others.....	Wm. B. Smith, Hm.....	Pu. B.....	M.....	6	38	16	54
Board.....	Oct. H. Illingsworth.....	Pu. B.....	O. M.....	7	27	6	45
5. Hull.....	S. E. Hull.....	Pr. B.....	P. O.....	1			1
	Helena Balmforth.....	Pu. D.....	P. O.....	5	20	11	31
1 Comer.....	Gilson Coward, Hm.....	Pu. B. & D.....	C.....	15	76	8	143
Board.....	Fr. G. Barnes, Hm.....	Pu. D.....	O.....	3	10	3	28
ary Cross.....	Jno. Geo. Shaw, Hm.....	Pu. B.....	O. M.....	8	43	6	67
ald M. Bartle & o'rs.....	Wm. Nelson.....	Pu. B.....	O. M.....	6	43	6	52
Board.....	H. Agnes M. Elliott.....	Pu. D.....	P. O.....	4	21	10	21
Board.....	Mr. V. W. Huston.....	Pu. D.....	O.....	3			19
Board.....	Miss E. M. Bullock.....	Pu. D. B.....	O.....	4			24
Board.....	Mr. J. W. Fisher.....	Pu. D. B.....	O.....	10			67
Board.....	Mr. J. O. White.....	Pu. D.....	O.....	2			17
Board.....	Mr. J. D. Willoughby.....	Pu. D. B.....	O.....	3			27
Board.....	Miss A. Neill.....	Pu. D.....	O.....	1			9
Board.....	Mr. E. A. Wheeler.....	Pu. D.....	O.....	2			15
Board.....	Mr. F. G. Barnes.....	Pu. D. B.....	O.....	4			22
Board.....	Mrs. A. E. Everett.....	Pu. D.....	O.....	3			23
Board.....	Miss M. E. Smart.....	Pu. D.....	O.....	4			26
Board.....	Mrs. E. Dancy.....	Pu. D.....	O.....	4			30
Board.....	Miss F. C. Reintjes.....	Pu. D.....	O.....	2			12
Board.....	Mr. M. Campbell.....	Pu. D. B.....	O.....	4			33
Board.....	Miss A. W. Brown.....	Pu. D. B.....	O.....	5			28
Board.....	Mrs. G. Smith.....	Pu. D.....	O.....	4			27
Board.....	Mr. S. J. Derrick.....	Pu. D.....	O.....	3			21
Board.....	Miss L. E. Cooke.....	Pu. D.....	O.....	2			15
Board.....	Mr. A. F. Boyer.....	Pu. D.....	O.....	2			15
Board.....	Mr. F. A. Driscoll.....	Pu. D.....	O.....	5			38
J. Townsend } H. C. Mason }	Rich'd Elliott, L. H. D.....	Free B.....	O. M.....	17	217	50	322
ss de Rothschild.....	Simeon Kentner, Hm.....	Pu. B. D.....	O.....	4	21	2	39
arber.....	John Barber, Hm.....	Pr. B. D.....	O.....	3	8	4	9
ohn Ackers.....	Eveline J. Kinsey.....	Pr. B. D.....	P. O.....	3	7	11	19
ss de Rothschild.....	Wm. Van Praagh.....	Pu. D.....	P. O.....	9		15	52
lent Lady.....	Humphrey Broom, Hm.....	Pr. B.....	C.....	5	16	3	30
am School Board.....	Marg. E. Clefield.....	Pu. D.....	O.....	2	19		21
1 Board.....	N. S.....	Night Schools					39
1 Board.....	N. S.....						5
1 Board.....	N. S.....						34
1 Board.....	N. S.....						34
1 Board.....	N. S.....						16
1 Board.....	N. S.....						19
1 Board.....	N. S.....						7
1 Board.....	N. S.....						6
1 Board.....	N. S.....						17
School Board.....	Lillian Chandler.....	Pu. D.....	O.....	2	2	3	5
Board.....	B. Neville.....	Pu. D.....	P. O.....	3	11	5	21
Board.....	Amy M. Burke.....	Pu. D.....	P. O.....	1	1	4	5
os. Arnold.....	H. N. Dixon.....	Pr. B.....	P. O.....	3	6	1	7
subscription.....	Andrew Wright, Hm.....	Pu. B.....	C.....	18	54	5	153
Board.....	Chas. H. Green, Hm.....	Pu. D.....	O.....	6	24	2	33
chool Boards.....	Arthur J. Story, Hm.....	B. B.....	O. M.....	7	35	6	59
Board.....	Mrs. C. A. Johnston.....	P. D.....	P. O.....	1	6	1	8
eight and others.....	Wm. Sleight, Hm.....	Pu. B.....	C.....	15	46	8	76
Board.....	Mabel Allender.....	Pu. D.....	P. O.....	5	5	1	11
Board.....	J. B. Longwill.....	Pu. D.....	O.....	4	11	5	18
Board.....	Emily Carter, Hm.....	Pu. D.....	O.....	3	21	8	30
nittee of Gentlemen.....	Ed. Townsend, Hm.....	Pu. B.....	M. C. O.....	18	105	7	174
		P. D.....					11
Mer. de Haetne.....	Rev. E. W. Dawson, Hm.....	Pu. B.....	P. O.....	25	104	26	190

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
	GREAT BRITAIN—Cont'd.		
	ENGLAND—Cont'd.		
	County.		
71	York, Bradford.....	Carlton Street Board Deaf School.....	1885
72	York, Doncaster.....	Yorkshire Institution for the Deaf.....	1829
73	York, Kingston-upon-Hull.....	Brunswick Ave. Board Deaf School.....	1896
74	York, Hull.....	St. John of Beverly Private School for the Deaf.....	1886
75	York, Leeds.....	Blenheim Board Deaf School.....	1881
76	York, Middlesbrough.....	Board Deaf School.....	1895
	IRELAND.		
77	Belfast, Antrim.....	Ulster Institution for the Deaf, Dumb, and Blind.....	1831
78	Dublin, Cabra.....	St. Joseph's Institution for the Deaf and Dumb.....	1846
79	Dublin, Cabra.....	St. Mary's Institution for the Deaf and Dumb.....	1846
80	Dublin, Glasnevin.....	Claremont Institution for the Deaf and Dumb.....	1816
	SCOTLAND.		
81	Aberdeen, 37 Belmont St.....	Aberdeen Institution for the Deaf.....	1819
82	Dundee, 165 Lochse Road.....	Dundee Institution for the Deaf and Dumb.....	1846
83	Dundee, Dudhope Park.....	Oral School for the Deaf and Dumb.....	1885
84	Edinburgh.....	Donaldson's Hospital.....	1850
85	Edinburgh, Henderson Row.....	Edinburgh Inst. for the Education of the Deaf and Dumb.....	1810
86	Glasgow, Copeland Road.....	Govan Oral School for the Deaf.....	1886
87	Glasgow, Lugside.....	Glasgow Deaf and Dumb Institution.....	1819
88	Greenock.....	Oral School for the Deaf.....	1878
89	Lanark.....	Smyllum Deaf-Mute Institution.....	1870
	WALES.		
90	Cardiff, Romilly Crescent.....	Llandaf Deaf and Dumb School.....	1862
91	Cardiff, Fitz Alan Place.....	Cardiff Oral School for the Deaf.....	1895
92	Llanelli, Carmarthen.....	St. Paul's School for the Deaf.....	1883
93	Pontypridd, Mill Street.....	Pontypridd Board Deaf School.....	1886
94	Swansea.....	Royal Cambrian Institution for the Deaf.....	1847
95	Ystradgynodwg.....	Y. Porth Board School for the Deaf.....	

NOTE.—England. (1) This class is one of the many isolated Centres recently started in various places. There is some idea of turning it into a large Centre for the county, as so many applications have been made, and under present conditions the class is only certified for 8; therefore only children from the neighborhood can be admitted, those not living near enough to come from home every day being boarded out in the town.

(2) This Institution has no endowment, consequently its work is seriously crippled for want of funds.

It has for four years in succession won the "All England Challenge Shield," given for competition by the National Physical Recreation Society.

The following is a *verbatim* copy of the Government Report for 1899:

"This Institution is admirable in every way. The children are happy, bright and responsive, and their attention is readily secured. The teaching is, throughout, most useful and intelligent, not only in elementary subjects, but in kindergarten, manual exercises and needlework. The physical drill is conspicuously well done, and is most creditable to everybody concerned."

"Among recent additions are the new workshops, a new study for women teachers, and a library. The boys' gymnasium has also been improved. Other improvements in the house bear witness to the activity and keen interest of the committee in the welfare of the children."

"It is to be hoped that they may see their way, at no distant date, to provide a sanatorium disconnected from the main Institution."

(3) "West of England" embraces the counties of Devon, Dorset, Cornwall, and Somersetshire, whence our pupils are drawn.

Under "industrial" we teach tailoring, gardening, cookery, and laundry; the two latter bring government grants. Under "technical," as hand and eye training, woodwork models, sloyd carpentry, brass and copper repoussé work, modelling in clay, cardboard modelling, and kindergarten paper-work.

(6) This school was opened as a private one in '93, and was transferred to the school board in May, '96.

(13) "Miss Hull having now but one pupil, can hardly call hers a school in the present, but her testimony as to past experience still stands.

"She feels the pure oral method to be the best for giving natural language to the deaf and restoring them to the greatest power of communicating with others and taking the highest position they are capable of in general society. She deems that the supposition that all cannot be made partakers of this benefit is no reason that those

The Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
School Board.....	Hannah Sewell, Hm.....	Pu. D.....	O.....	4	11	2	29
Rev. W. C. Fenton.....	James Howard, Hm.....	Pu. B.....	O.....	17	91	12	120
School Board.....	Ernest A. Fembie, Hm.....	Pu. D.....	O.....	3	23	5	32
Mrs. McCandlish.....	Mrs. McCandlish, Hm.....	Pr. D.....	O.....	2	3	2	6
School Board.....	Edw. A. Kirk.....	Pu. B. D.....	M. O.....	11	25	3	39
School Board.....	Francis A. Badilly, Hm.....	Pu. B.....	O.....	2	3	5	13
Aid Society to the Deaf.....	John Beattie.....	Pu. B.....	C.....	8	47	11	65
(1895)	F. L. Maher.....	Pr. B.....	Writg.....	18			192
Sr. Charles Orpen.....	Dan. O'Brien, Secretary.....	Pr. B.....	C.....				215
	George Taylor.....	Pr. B.....	O.....	5	33	8	35
Citizens of Aberdeen.....	Alexander Pendes.....	Pu. B. D.....	C.....	7	24	6	41
Mr. and Mrs. A. Drysdale.....	James Borland.....	Pu. B.....	M.....	2	11	3	18
Dundee School Board.....	Ellen Crossweller.....	Pu. D.....	O.....	3	20	1	24
Jas. Donaldson and B. Hall.....	John Brown.....	Pr. B.....	O.....	10	75	24	115
Braidwood & fr'ds of Deaf.....	Ed. A. Illingworth.....	Pu. B.....	O.....	6	52	6	73
Parish School Board.....	Helen McNeill.....	Pu. D.....	O.....	2	9	2	16
Rev. Dr. Muir and others.....	Wm. H. Addison.....	B.....	C.....	16	95	31	154
A. Graham Bell and others.....	Mary C. MacLean.....	Pu. D.....	O.....	4	23	2	29
Sister Teresa Farrell.....	Sister Teresa Farrell.....	Pr. Bd.....	S. & B.....	5			59
Alex. Melville.....	Eliz. W. Melville.....	Pr. B.....	C.....	9	10	7	17
Cardiff School Board.....	Enn. Hardie Young.....	Pu. D.....	P. O.....	4	20	4	24
Llanelli School Board.....	E. Cuthbertson.....	Pu. D.....	O.....	2	11	2	15
Rev. E. Rowland.....	Albert Johns.....	Pu. D.....	M.....	2	9	1	11
Sir H. Owen and others.....	B. H. Payne.....	Pu. B.....	C.....	4	28	2	57
		Pu. D.....	C.....				20
				462	1831	424	4223

who can should not be given it. This gift of thinking and conversing as hearing persons do, cannot be acquired in a school where other methods are allowed, though she grants that a high development in language can be obtained by the use of the manual alphabet, the use of signs as a means of communication being excluded.

"The testimony of her experience as to parentage of pupils and resultant deafness is that the marriage of cousins and near relatives should be discouraged, the majority of her pupils having been children of such marriages; in several cases the deaf offspring outnumbering the hearing. Her present pupil is one of four out of a family of seven—parents first cousins."

(15) This school is certified under the education department for 150 children of both sexes—103 boarders, 45 day scholars. Children are admitted from Liverpool and the vicinity, including North Wales, as vacancies occur. The school is managed by a voluntary committee, who have the power to accept or reject pupils. Fees are charged in all cases, but not the full cost per head. This is made up from voluntary sources. Subscriptions, legacies, and donations, and the interest derived from investments. Certificates of birth, sight, health, etc., are required on admission. No trades are taught. The headmaster receives private pupils. G. COWARD.

(19) A good many of the Leicester deaf children are in the institutions for the deaf in different parts of England. They have been got in and paid for privately.

The Leicester school board first established classes for deaf children in 1884 at two or three different schools. These classes were transferred to the present centre at Archdeacon Lane in November, 1894.

(20-38) Extracts from London School Board Report, March 25, 1901:

"Mr. B. P. Jones, 15 Denmark Avenue, Wimbledon, is the Superintendent of the Education of the Deaf. His duties consist in the general organization and supervision of the classes.

The Divisional Superintendents forward to the Superintendent of the Education of the Deaf, the names and addresses of all deaf children between the age of five and sixteen, not receiving instruction, whom they may find, from time to time, in their districts. The Head Teachers of the ordinary schools are also instructed to report any cases of deaf children attending their schools.

The expression 'deaf' means too deaf to be taught in a class of hearing children in an elementary school.

The permanent Centres are specially constructed buildings, consisting of two or more classrooms, and accommodate from 8 to 10 pupils in each classroom.

The days and hours of instruction in Centres where the children have their mid-day meal on the school

Statement of Schools for

premises are as follows: Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, between the hours of 9.15 and 12.15 and from 1.30 to 4.00. At Capland street, where all the children do not have their mid-day meal in the school, the school hours are from 9 to 12, and from 2 to 4.30.

The children are educated on the 'Oral' system, and are taught reading, writing, arithmetic, and geography. Instruction is also given in cookery, laundrywork, woodwork, kindergarten and drawing.

It is found that about 12 per cent. of the children on the roll are more or less mentally defective as well as deaf. Some of these children have some speech, and although they cannot profit by the oral system to the same extent as the normal pupils, they are being taught by oral teachers who are instructed to make as much use of speech and written language as possible. The manual alphabet is used when necessary, especially in cases of a few children who are almost blind as well as deaf.

The maximum number of children in a language class is 10, and in an articulation class, 8.

The scale of salaries for teachers of the deaf is as follows:

Men—Minimum £90 per annum, rising by £5 per annum for satisfactory service under the Board to a maximum of £140 per annum.

Women—Minimum, £80 per annum, rising by £3 per annum for satisfactory service under the Board to a maximum of £115 per annum.

Teachers of the deaf who qualify to come under the scale of salaries for ordinary teachers are allowed to do so, with an addition of £10 to the scale salary for ordinary teachers.

Teachers of the deaf coming into the Board's service, having had four years' experience as teachers in deaf schools after the receipt of their certificate, may be appointed at a salary of £10 above the minimum salary of £90 per annum (men), and £80 (women).

Teachers of the deaf are, in the first instance, appointed on probation for two years.

Teachers in charge of Centres for the deaf are paid an extra sum of £10 per annum if in charge of a Centre of three or more classes, and of £5 per annum if in charge of a Centre of two classes.

The increases of salary to teachers of the deaf are subject to satisfactory reports upon the teachers by the Superintendent of the Education of the Deaf.

The classes are examined annually by His Majesty's Inspector, and a grant at the rate of 5 guineas per head is payable on the result of the examination. There is no fee charged at the day classes, except in the cases of children residing outside the Metropolitan area, for whom a charge of £8 8s. each per annum is made.

Deaf children living at too great a distance from any day Centre, are boarded out in families under the supervision of 'Boarding-out' Committees, in accordance with the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893, and the Regulations of the Board of Education, to attend the following Centres: 'Hugh Myddelton,' Boundary Lane, Surrey Lane, Brook Green, Cavendish Road.

The parents of these children are required to contribute according to their circumstances towards the maintenance of their children when boarded-out.

The Board contribute towards the education of the children of Jewish and Roman Catholic parents in certain cases at the Jews' School and Home for the Deaf, and at the Boston Spa Institution."

SUPPLEMENTAL NOTE:—It would be, if space permitted, instructive to give a summary of the reports made in regard to each of these schools by His Majesty's Inspector, with the remarks, if any, of the School Board's Superintendent. A few extracts, as examples, will however be given:

"M—has worked with great energy and success during the past year. The children have improved beyond expectation, and their spontaneity of speech is most gratifying. The younger children have made very good progress. They have proceeded from the articulation course to a well-taught language scheme. The manual work from the woodwork Centre is unsatisfactory; unless an improvement is shown in the coming year the grant for this subject will not be recommended." To which the Board's Superintendent remarks: "The manual work is under consideration."

In another report the inspector says: "The children have made very satisfactory progress during the year. The tone and work are deserving great praise. The present room is most unsatisfactory. No classification is possible, and the burden of the teacher is unduly heavy. I am to warn your Board that these premises cannot be recognized much longer for the purposes of a school for deaf children. I am to enquire what permanent provision your Board propose to make." Of another school the inspector says: "This school for younger children has again amply justified the experiment of the School Board. The children are taken up while still young, and their youthful powers are encouraged from a state of latency into full vitality. The result is in every way a happy one, and the teachers deserve the highest praise for the patient and cheerful spirit in which they devote themselves to the work. No grant is payable to G. R. (No. 24), as he has not attended with due regularity."

(39-40) "Children are admitted by the votes of subscribers; board, lodging, education, except in a very few cases, free. No subsidy is received from the government."

"In 1862 a temporary branch to accommodate about 50 pupils and so relieve the then crowded parent institution on the Old Kent Road was opened in Margate, which is 76 miles from London. In 1875 a permanent building to accommodate 150 children was built; this was added to, to the extent of an additional accommodation for 100 more pupils in 1880, and a further addition was made to accommodate another 100 in 1886."

(43) "The founder of the society which established this college urged in Parliament for a Royal Commission on the education of the deaf, which was obtained. One of the recommendations of this Commission, of which

There was a member, stated that every child who is deaf should have full opportunity of being educated on the pure oral system. The training of teachers has been provided for by the establishment of this training college, and by an annual examination for certificates granted by the society. The examination is conducted by six examiners, three being experts in the education of the deaf, and three London medical men of standing who examine on anatomy and physiology. This examination is open to other candidates besides the students of the training college. Pupil teachers, under the School Board for London, have attended the training college for half the day during a period of two years, and qualified for and obtained the society's certificate. The education department has recognized this training college as a place at which students from the ordinary training colleges, who are allowed a third year's training on the ground of exceptional merit, will be allowed to study specially for work in schools for the deaf. Up to the present time one hundred and thirteen persons have passed the examination for the society's pass certificates, and are now employed in institutions, schools, and private families. The applications for trained teachers received at the training college are more than the superintendent can supply."

(44) The objects of the association are:

I. To promote in every English-speaking country the pure oral instruction of the deaf and so-called dumb by lip-reading and articulate speech to the rigid exclusion of the finger alphabet and all artificial signs.

II. To train qualified teachers, both men and women, by this system for public and private work.

III. To maintain a normal practicing school for the instruction of deaf children of all classes and denominations.

The practicing school is certified under the Elementary Education, "B. and D.," Act 1893, and the association's training college is certified as a place where students who desire to become specially qualified as teachers of the deaf may (subject to the approval of the department of the arrangements in each case) take their second or third year of training, in accordance with Article 120 of the Code of 1898. WILLIAM VAN PRAAGH, *Dir.*

(45) This asylum is really more of a home for deaf females than an educational establishment, the inmates being admitted from 10 to 30 years of age. Their education is continued, and they are also taught domestic duties, laundry-work and needle-work, that they may become useful members of the community. It is the only charity for the deaf in the United Kingdom of Great Britain and Ireland where pupils are admitted after ten years of age. HUMPHREY BROOM.

(47-55) In addition to the above nineteen public day-schools for the deaf, the School Board for London also conducts these nine evening public schools for the deaf, of which it is officially stated: "They are attended by both scholars and ex-scholars of the day-schools, the day scholars being under 16 years of age. The subjects of instruction are as follows, but each subject is not taught in every school: English, drawing, wood-carving, needlework, geography, writing and composition, cookery, clay-modelling."

(56) "This small Centre is situated in a straggling district which, by the last census returns, shows a population of about 45,000.

"Besides the children in the school the district has one deaf imbecile and one or two deaf children about four years of age, but whether born deaf or not I cannot say. I have found that a large percentage of cases of partial deafness are the result of falls." LILLIAN CHANDLER.

(59) "No signs or manual alphabet employed in teaching (natural gestures permitted for very young children before speech is learnt). Signs discouraged, but not prohibited out of school hours. Speech freely used in play-time between the pupils, sometimes accompanied by signs. Only boys received. No minimum limit of age. Pupils taken at 4, 5, and 6 years of age have proved the most successful scholars, both at first and ultimately. None are taught by auricular methods; but hearing is exercised in two cases."

(60) "Seventy pupils are taught by the oral method and eighty-three by the manual method. The oral method is gradually being extended, all new pupils being tried orally first."

(61) "(1) One brother and sister in school and a sister to come later on (3 years old). (2) One boy who has two brothers and a sister deaf. (3) One girl who has two sisters and a brother deaf, also father and mother. (4) One girl who has a brother deaf. (5) One boy who has a sister deaf. No parents deaf except No. 4. Ninety children have been admitted and only this one case of deaf parents. Percentage of attendance for year ending December 31, 1900, 90.6; percentage of attendance for all schools under the Board for year ending December 31, 1900, 86.4."

(62) "This was the first residential Institution for the deaf established by any public authority out of rates in England. The method is suited to the capacity of the pupils. The oral method is adopted for the majority, the remainder being taught on precisely similar lines except that the manual alphabet is substituted for speech."

(63) "There is one certificated teacher to this class and one untrained assistant, who assists with the kindergarten work, sewing and drilling. One boy has sufficient hearing to give his voice a natural tone, and another can hear shrill sounds. One girl is mentally deficient and has slight paralysis of throat and tongue. One boy suffers from hip disease and has a disease of the jaw which prevents him from opening his mouth, his food being received where the teeth overlap. One girl has some affection of the spine which prevents her walking properly. One little girl is in the last stages of consumption. One boy, brother of the last-mentioned, is suffering from tubercles on the lungs."

"I have mentioned the foregoing remarks, as out of the eight children in the class only two have normal constitutions and free from any serious physical defects. I might also mention two are brother and sister, with a second younger deaf sister. The mother is a consumptive person, and there is insanity on the father's side.

Mentally the children are of the brightest. One of the girls had a brother in the class up to last July; he died of consumption in August, aged 11. Both brother and sister were born deaf. The father, though not a drunkard, is by no means a sober man. The boys in the class are far superior in mental capacity to the girls, with perhaps exception of the little girl in consumption. I thought perhaps this might be of interest from a physiological or psychological point of view, and hope you will not consider them outside the question." O. A. J.

(64) It is worthy of mention that the Rev. R. A. Pearce is the only ordained deaf and dumb clergyman of the Church of England. He works in the diocese of Winchester. Mr. Pearce received his entire education (as a private pupil) at the Brighton Institute for the Deaf and Dumb.

The Industrial training at this institution consists of carpentry, brass repoussé work, tailoring and shoe-making, for boys; cooking, laundry-work, dressmaking, sewing and knitting, and domestic work, for girls.

The kindergarten subjects taken up by the junior classes are brush-drawing, cane-weaving, paper-cutting, mat-plaiting, drawing and coloring.

H. M. INSPECTOR'S REPORT.—H. M. Inspector's Report on the examination of the school on the 7th, 8th and 14th of March, 1900, is as follows: "The children continue to be well cared for and conscientiously taught. The new drill is a welcome feature, and the kindergarten has made good progress." A. M. SLEIGHT.

(73) Older boys are instructed in woodwork with hearing boys at the woodwork Centre. Older girls are taught cookery in the same way. The younger pupils learn brushwork and cardboard modelling.

(74) This school is conducted on the premises of the "Hull, East Yorkshire and Lincolnshire Institution for the Deaf and Dumb," 53 Spring Bank, Kingston-upon-Hull, by permission of the Committee, who permit free use of the Institution and apparatus for the purpose. WALTER McCANDLISH.

(75) "The new school buildings were opened in July last.

The arrangement whereby seven children were boarded out with families near the school then ceased, and provision for boarding children at the school became available. About 22 other boarders were also received.

Day scholars who, by reason of distance, cannot go home to dinner are provided with dinner at the school, a nominal charge of 1d being paid. They are, therefore, under supervision at school from 9 A. M. to 4.30 daily—Saturday and Sunday excepted.

On admission every child will have not less than a year's trial in the Oral section of the school. They are only removed to silent classes when it has been clearly proved that they can best profit by transfer from the oral classes.

Education as day scholars is free to all deaf children within the city of Leeds. Outside school authorities pay a charge of £6 0 0 for day scholars and £28 11 0 per annum for boarders. These charges have been approved by the Education Department." EDWD. A. KIRK, *Headmaster*.

(76) This class has been examined each year since the date of opening by H. M. Inspector for Deaf Schools, and has obtained a good report together with the full government grant each year. Though the number is small in proportion to the population of Middlesbrough, it is perhaps a matter for congratulation.

Ireland (77) The number of pupils stated in this form is considerably below the average. An epidemic of measles soon after the school resumed work in the autumn prevented the admission of new pupils as well as kept away several former pupils who should have returned after the summer holidays.

Scotland (81) "Has 28 day and 13 boarding pupils. Day pupils provided with free dinners. Subject to government inspection. Kindergarten and manual occupations taught, this includes joinery, turning lathe, modelling with cast, and lantern-slide making and coloring. Those capable of receiving oral instruction beneficially, are seen to; the others finger-spelling, and this rigidly enforced; signing reduced to a minimum.

"Present buildings too small; expect to be removed by the end of next month; of course, to larger and more substantial buildings. New address, 10 Mount Street. ALEX. PENDER."

(83) All boys above ten years of age go once a week to a practical joiner for lessons in carpentering.

One of the regular staff of teachers holds Madame Levine's certificate for dresscutting, and has also learned dressmaking. She teaches both dresscutting and making to every girl over ten years of age.

(84) "When the children enter in September, their education is begun on the manual method, but during the first year two half hours each day are devoted to instruction in articulation and lip-reading.

The Deaf, December, 1900—Cont'd.

"In the following years one-half hour each day is given to special instruction in articulation, and the children are encouraged to use speech freely in their other lessons. Those who, after a fair trial, are found too dull to make satisfactory progress in speech are afterwards taught solely by the manual method, while those who show special aptitude for speech are formed into a separate class and taught by the oral method.

At present the members are:

Manual.....	17
Combined.....	86
Oral.....	12
Total.....	115 "

JOHN BROWN.

(85) "All the pupils are taught drill, gymnastics, and swimming.

"The manual work comprises, for the boys, sloyd carpentry, clay modelling and casting, cardboard modelling, designing, and kindergarten; and for the girls, needlework (hand and machine), scientific dresscutting and dressmaking, cooking, kindergarten, and designing."

(86) "This year have been using the manual alphabet with two pupils who are backward.

Out of the sixteen pupils at present attending this school, three (a boy and two girls) are from one family and two (a boy and girl) from another."

H. McNEILL.

(87) "Included in the fifty-two who are returned as becoming deaf under 7 years of age are several who are described as becoming deaf under 12 months. It is extremely probable, I think, that such cases should be classed as congenitally deaf.

"The National Association of Teachers of the Deaf has appointed a subcommittee (of which I am chairman) to go into the question of statistics, and two of our number are at present occupied in drawing up a model schedule of enquiry, with the view of having a uniform method of keeping statistics and making returns adopted throughout the United Kingdom. It would be an advantage if our schedule could be made to approximate to the American schedules, and any suggestions the Bureau could give me would be thankfully received."

W. H. ADDISON.

(88) "This school was the first public day-school in Scotland for the education of the deaf, having been opened by the school board for Greenock in 1883. It had previously been conducted privately. Professor Graham Bell rendered material assistance at its foundation in 1878."

Wales (90). "All our children can read and write, as well as print with the pen. Some can draw fairly well. A lad has now gone to one of the London Schools of Art, under the auspices of John W. Goscombe, R. A. He had distinguished himself here in modelling and carving.

"The girls who are old enough can all work the sewing machine, and make most of their own clothes, as well as do housework and mend. The boys help with the heavier parts of the domestic work, cleaning up, coals, fires, mangling, shoe-mending, messages, gardening, &c. The most intelligent can neither hear nor speak, although all have had the same advantages and the same treatment here. One girl reported to be both deaf and dumb from birth, has come to hear and articulate fairly well, though with a feeble voice. She is also the best at composition. One boy has developed a fine tenor voice for singing, though otherwise he has a rather small voice. Cerebral development, of course, affects their speaking efforts considerably, as well as throat and ear, but all are capable of cultivation, *i. e.*, that I have now. At one time we were overweighted with what proved hopeless cases. Musical drill is a great help. Many old pupils came to see me at Xmas, or wrote to me, and some came to condole with us on the day of our Queen's funeral, feeling we had all lost a very dear friend of the deaf and dumb, as well as a bright example for all ages. The 'capables' are earning their living."

E. W. MELVILLE.

(93) "I took charge of this School January, 1897, when I commenced the oral method. Before then they had a master who was deaf, and taught them by 'signs' and the 'finger alphabet.' They are examined each year by H. M. Inspector, Dr. Eichholz."

ETHEL CUTHBERTSON, *Hd. Mistress.*

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
ITALY.			
1	*Acireale.....	Collegio di S. Rosalia (Sordomute).....	1867
2	Alessandria, Piazz. S. M. di Castello 32.....	Istituto per Sordomuti.....	1893
3	Assisi, via delle Logge di S. Francesco.....	Convitto Serafico di Sordomuti e Ciechi.....	1871
4	Bari.....	Pia Casa delle Sordomute.....	1896
5	*Bergamo, via Pignolo 54.....	Istituto Sordomuti d'ambo i sessi.....	1844
6	Bologna, via della Braina 11.....	Istituto delle Sordomute.....	1846
7	Bologna, via Nosedella 47-49.....	Istituto Gualandi per Sordomuti.....	1845
8	Brescia, Corso Magenta 52.....	Pio Istituto Pavoni.....	1821
9	Brescia, via S. Solferino 11.....	Istituto Canossiano (Sordomute).....	1854
10	Cagliari, via del R. di Mendicità 2.....	Istituto Convitto per Sordomuti.....	1853
11	*Casoria.....	Pia Casa Arcivescovile per le Sordomute.....	1896
12	Catania.....	Scuole dei Sordomuti.....	1896
13	*Catanzaro.....	Istituto Provinciale per Sordomuti.....	1869
14	Chiavari, via Grimaldi.....	Pio Istituto Assarotti per Sordomuti.....	1879
15	Como, via Balestra.....	Istituto Canossiano (Sordomute).....	1893
16	Como, Borgo Vico 104.....	Pio Istituto per Sordomuti.....	1894
17	Crema.....	Istituto delle Sordomute povere.....	1840
18	Cremona, via Ruggero Manna 24.....	Istituto delle Sordomute.....	1847
19	Firenze, via Ripoli 21.....	Istituto Gualandi per Sordomuti.....	1896
20	Firenze, Borgo degli Albizi 22.....	Istituto Nazionale per Sordomuti.....	1867
21	Genova.....	R. Istituto Nazionale per Sordomuti.....	1861
22	Genova, Marassi.....	Contubernio D'Albertis per le Sordomute.....	1853
23	*Lecce.....	Pia Casa delle Sordomute.....	1896
24	*Lodi, San Gualtero Vecchio.....	Istituto per Sordomuti d' ambo i sessi.....	1896
25	Milano, via S. Vincenzo 7.....	R. Istituto Nazionale per Sordomuti.....	1896
26	Milano, via Galvani 2.....	Pio Istituto Sordomuti Poveri di Campagna.....	1853
27	*Modena, via Cavour 17.....	Istituto delle Figlie della Provvidenza.....	1833
28	Modena.....	Educatario dei Sordomuti.....	1845
29	Molfetta.....	Istituto Provinciale Apicella per Sordomuti.....	1863
30	Napoli, R. Albergo dei Poveri.....	R. Istituto per Sordomuti.....	1798
31	*Napoli.....	Pia Casa Arcivescovile per Sordomuti.....	1896
32	Napoli, via SS. Filippo e Giacomo 21.....	Ricovero, P. Luigi Ajello per Sordomuti.....	1894
33	Oneglia.....	R. Istituto per Sordomuti.....	1862
34	Palermo, via Cavour.....	R. Istituto dei Sordomuti.....	1894
35	Pavia, Corso Garibaldi 62.....	Pio Istituto dei Sordomuti.....	1856
36	Piacenza, via Borghetto 11.....	Istituto delle Sordomute.....	1869
37	*Roma, via Nomentana.....	R. Istituto dei Sordomuti.....	1794
38	*Roma, Prati di Castello.....	Piccola Missione ai Sordomuti.....	1896
39	Sassari, R. Orfanotrofo Femminile.....	Istituto delle Sordomute.....	1873
40	Siena, via Tommaso Pendola.....	R. Istituto Pendola per Sordomuti.....	1830
41	*Torino, via Assarotti 12.....	R. Istituto dei Sordomuti.....	1830
42	*Torino, Barriera di Francia 73.....	Educatario delle Sordomute.....	1861
43	Trapani, via S. Pietro.....	Scuola dei Sordomuti.....	1894
44	Venezia, Campo S. Alvise 3207.....	Istituto Canossiano.....	1849
45	Venezia, Orfanotrofo Maschile.....	Istituto dei Sordomuti.....	1861
46	Verona, Stradone S. Bernardino.....	Istituto Provolo per Sordomuti.....	1890
47	Vicenza, Contrada S. Domenico.....	Collegio Farina.....	1840

The *, where it occurs, signifies that the statement given upon that line is not received directly, but it is taken from Prof. G. Ferreri's lists of Italian schools, published 1893 and 1898.

INTRODUCTORY NOTE.—"Convitto" signifies Boarding. Most of the Italian Boarding Schools (Convitti) admit also day pupils. Generally, however, parents prefer to have their children inmates of the boarding schools.

In Italy there is no co-education. The institutions, generally, have two distinct departments, one for the boys and the other for the girls. The title "Sordomuti" signifies both sexes, but "Sordomute" indicates only the girls' department. Institutions Nos. 3, 8, 16, 20, 28, 47, are only for boys.

LUXEMBURG.			
1	Luxemburg, Bäder strasse No. 3.....	Gr. H. Taubstummen Institut.....	1860

NOTE.—The boys are taught pasteboard work and the girls receive instruction in housework.

Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Gennardi.....	Fig. del. Carità di S. Vinc.	Convitto.....	O. M.....	.....	.....	.....	9
Ederico Sbrocca.....	Fratelli Sbrocca.....	Convitto.....	O. P.....	3	71	3	74
ovico da Casoria.....	P. Pio Trapani, Dir.....	Convitto.....	O. M.....	2	13	5	18
ilippo Smaldone.....	Suore Salesiane.....	Convitto.....	O. P.....	3	24	2	26
ne.....	Sac. Alessandro Ballo, Dir.	Convitto.....	O. P.....	.....	.....	.....	72
Buffetti.....	Signora Anna Monti, Dir.....	Convitto.....	O. M.....	4	45	4	49
li Gualandi.....	Mons. Giu. Gualandi, Dir.....	Convitto.....	O. M.....	7	68	16	84
nigi Pavoni.....	Sac. Giuseppe Meda, Dir.....	Convitto.....	O. P.....	4	36	2	38
Hulla Fantasia.....	Suore Canossiane.....	Convitto.....	O. P.....	6	33	12	45
ipio di Cagliari.....	Sac. Ant. I. Argiolas, Dir.....	Convitto.....	O. P.....	5	58	12	70
nigi Ajello.....	Suore Stimatine.....	Convitto.....	O. M.....	.....	.....	.....	50
f. Pizzarelli.....	Prof. Andrea Russo, Dir.....	Scuola Est.	O. P.....	4	28	2	30
cia e Comune.....	.....	Convitto.....	O. P.....	.....	.....	.....	20
B. Assarotti.....	Prof. Natale Landi, Dir.....	Convitto.....	O. P.....	5	28	5	33
raffino Balestra.....	Suore Canossiane.....	Convitto.....	O. P.....	4	.....	.....	48
razionale di Milano.....	Sac. Giacomo Gasco, Dir.....	Convitto.....	O. P.....	6	.....	.....	60
Canossiane.....	Suore Canossiane.....	Convitto.....	O. P.....	5	38	5	43
Canossiane.....	Suore Canossiane.....	Convitto.....	O. P.....	3	17	3	20
li Gualandi.....	Sac. Ferdinando Buoni, Dir.	Convitto.....	O. P.....	7	34	30	64
di Educazione.....	Prof. Fran. Mangioni, Dir.....	Convitto.....	O. P.....	3	18	2	20
ivio Assarotti.....	Sac. Silvio Monaci, Dir.....	Convitto.....	O. P.....	7	55	28	83
G. B. D'Albertis.....	Fig. del. Carità di S. Vinc.....	Convitto.....	O. P.....	7	59	4	63
orenzo Apicella.....	Sac. Filippo Smaldone.....	Convitto.....	O. P.....	.....	.....	.....	28
olo Locatelli.....	Sac. Luigi Moro, Dir.....	Convitto.....	O. P.....	.....	.....	.....	95
ntonio Eyraud.....	Prof. G. B. Ceroni, Dir.....	Convitto.....	O. P.....	10	.....	.....	47
Faverna.....	Sac. Luigi Casanova, Dir.....	Convitto.....	O. P.....	26	162	31	193
abrian.....	Sac. Virginio Luppi, Dir.....	Convitto.....	O. M.....	.....	.....	.....	72
Pellegrini.....	Sac. Giuseppe Pollastri, Dir.	Convitto.....	O. P.....	3	17	3	20
orenzo Apicella.....	Prof. Pasquale Cardo, Dir.....	Convitto.....	O. P.....	8	65	3	68
Napoli.....	Prof. Ernesto Scuri, Dir.....	Convitto.....	O. P.....	14	133	4	137
nigi Ajello.....	.....	Convitto.....	O. M.....	.....	.....	.....	40
ncenzo di Majo.....	Sac. Vincenzo di Majo, Dir.....	Convitto.....	O. P.....	3	21	3	24
i. De Negri.....	Prof. Luigi Molino, Dir.....	Convitto.....	O. P.....	3	.....	.....	18
apoli.....	Sac. Placido Conti, Dir.....	Convitto.....	O. P.....	8	44	3	47
Ramazzotti.....	Sac. Secondo Novasconi, Dir.	Convitto.....	O. P.....	10	44	20	64
Scalabrini.....	Suor Anna Quadrani, Dir.....	Convitto.....	O. P.....	4	15	3	18
asquale di Pietro.....	P. Luigi Procida, Dir.....	Convitto.....	O. P.....	16	91	20	111
i Gualandi.....	.....	Convitto.....	O. P.....	4	.....	.....	30
l. Carità di S. Vinc.....	Fig. del. Carità di S. Vinc.....	Convitto.....	O. M.....	.....	.....	.....	20
maso Pendola.....	P. Vittorio Banchi, Dir.....	Convitto.....	O. P.....	10	80	9	89
ntonio Bracco.....	Fra. delle Scuole Cristiane.....	Convitto.....	O. P.....	.....	.....	.....	92
renzo Prinotti.....	.....	Convitto.....	O. M.....	.....	.....	.....	133
rancesco De Grazia.....	Prof. Fran. De Grazia, Dir.....	Scuola Est.	O. P.....	2	.....	.....	10
nte Bianchini.....	Suore Canossiane.....	Convitto.....	O. P.....	5	35	3	38
o Imp. Austriaco.....	Prof. Enrico Vanni, Dir.....	Convitto.....	O. P.....	3	18	3	21
ntonio Provolo.....	Sac. Giulio Giori, Dir.....	Convitto.....	O. P.....	10	38	17	55
ntonio Farina.....	Sac. Giovanni Viviani, Dir.....	Convitto.....	O. P.....	5	25	5	30
				234	1413	262	2519

There is connected with this Institution a normal department, opened 1827 by Giuseppe Bagutti, the director of the school. Theoretical instruction is given twice a week by the Director, Prof. G. B. Ceroni, and Prof. Carlo Perini. Four females and twenty-one males attend the course at present.

The director of this School is also editor of the periodical entitled, "Rassegna di Pedagogia e Igiene per uno dei sordomuti, dei deficienti, e la profilassi dei sordomutismi."

2) Both of these Institutions have connected with them small kindergartens.

e.....	Joh. Kimmes, Vorst.....	O. L.....	R. L.....	3		5	22
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Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
NETHERLANDS.			
1	Groningen	Institut voor Doofstommen	1799
2	Rotterdam	Inrichting voor Doofstommen-onderwijs	1853
3	St. Michels, Gestel by's Bonh.	Institut voor Doofstommen	1849

NOTE.—(1) A class of 11 pupils who cannot be taught to speak are instructed by means of the finger alphabet and gestures.

(2) The children not residents of Rotterdam are boarded out in families, not exceeding three in a family, under supervision of the school. The school trains its own teachers, who are subjected to examinations for 1st and 2d grade. Domestic industries are taught in the girls' department. The boys, during the last two years, are put with private artisans in the city, such as shoemakers, tailors, cabinetmakers. Religious instruction is im-

NORWAY.			
1	Hamar	Hamar offentlige skole for döve	1862
2	Kristiania, Vibesgade 7	Balchens skole for döve	1848
3	Holmestrand	Den offentlige skole for döve	1862
4	Trondhjem	Det offentlige dövstuenstitut	1836
5	Trondhjem	Glöshangen offentlige dövstuenstitut	1862

GENERAL NOTE.—“The organization of the Norway Deaf-Mute School System, dates only from the year 1892. Its basis is the division of the country into two admission districts. First, Southern and Eastern Norway; and, second, Northern and Western Norway. In each of these districts, respectively, in Kristiania and Trondhjem, all pupils admitted, after one year's attendance, are assigned to one of four classes: (A) intellectually bright, (B) intellectually medium, (C and D) intellectually dull. Those of Class A remain in the school where admitted, which contains three articulation classes of seven ascending grades. Those of Class B are assigned to

PORTUGAL.			
1	Lisboa	Instituto Municipal de Surdos-mudos	1867
2	Porto, ruade S. Isabel	Instituto de S. M. Aranzo Porto	1868

NOTE.—(1) Director adds that it is quite impossible to use the pure oral method for lack of teachers. For

ROUMANIA.			
1	Focsani, Dep. de Putua	Le Prs. Elizabeth Inst. de Sourds-Muets et Orph	1866

NOTE.—(1) This Orphanage School has, in addition to its 46 deaf pupils, also 84 hearing and speaking pupils. The hearing and the deaf are each taught in four separate classes. Two teachers of shoemaking and one of tailoring are also employed.

Deaf, December, 1900.—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total
y Dan. Guyot.....	P. Roorda, Dir.....	Pr. B. D.....	P. O.....	26	129	.....	189
nmities	I. C. Bikkers, Dir.....	Pr. D.....	O.....	35	95	53	148
p Dubbelg & others.	C. J. A. Ferwindt, Dir.....	Fr. B.....	O.....	13	86	14	136
				74	310	67	473

by the teachers of the school according to the respective beliefs of the pupils, supervised by clergymen of
ious denominations.

"This school was founded at Gemert in 1828 by G. Zeerleder, where Martinus van Beck, Rector of the
school, taught with good results until 1840, when it was reorganized. Considerable attention is given to
rial training. The boys and girls are kept strictly separate."

H. Hofgard	Elias Hofgard, Vorst	Pu. I. E.....	L.....(n).	9	27	16	61
. Balchen	F. A. Fjörøft, Vorst	O. I. E.....	R. L.....	14	38	37	80
edwig Rosing	Hans Björset	Pu. I. E.....	R. L.....	9	18	17	51
E. Möller.....	H. F. Finch, Vorst.....	Pu. I. E.....	L.....	14	25	33	72
ng	L. F. Weldemann.....	Pu. I. E.....	L.....	8	27	8	45
				54	135	111	309

r school in the same city, having a headmaster, under the authority of the superintendent of the school
originally admitted. The pupils of Classes C and D, of both schools of admission, are assigned to the
at Hamar. The pupils of Classes A and B, after an attendance of three and five years, respectively, at
oarding schools, are relegated to the externat; that is, they are put out to board in families and attend
the same as day scholars, whereas the pupils of C and D usually remain internats during the whole of
hool term. The oral method is employed in all of the schools."

a Municipal de Lisboa	Elysen d' Agullar.....	Mixto.....	I. E. Pr.	1	16	2	20
drigues d Aranjoo	Joaq. José d Trindade, Dir.	Pu. I. E.....	O. P.....	8	28	1	44
				9	44	3	64

re reason there is no industrial department.

Chas. Davila	Nicolas Tonescu, Dir.....	Pu. I.....	O. M.....	3	2		46
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Statement of Schools for

1	2	3	4
	Location.	Name.	Date when founded or opened.
EUROPE—Cont'd.			
RUSSIA.			
1	Astrakhan	L'école des Sourds-Muets	1867
2	Jaropolie (Vladimir)	L'école des Sourds-Muets	1892
3	Kazan	L'école des Sourds-Muets	1898
4	Kharkoff, Klachkoff St.	Kharkoff School for the Deaf and Dumb	1896
5	Malin, Radamis le (Kieff)	Malin School for the Deaf and Dumb	1897
6	Minsk	School for Hebrew Deaf and Dumb Children	1898
7	Mitau, Kurland	Hephata School for the Deaf	1870
8	Moscow, Donskaja 73	L'école Arnold des Sourds-Muets	1890
9	Moscow, Ordynka	Private School for the Deaf and Dumb	1896
10	Novo-Tscherkask	L'école des Sourds-Muets .....	.....
11	Odessa, Sredniaya No. 18	School for Hebrew Deaf and Dumb .....	.....
12	Pawlograd	L'école des Sourds-Muets .....	.....
13	Prischib-Halberstadt, Turida	Elementary School, No. 2, for Deaf-Mutes	1867
14	Saint Petersburg, Garochowaja	L' Institut des Sourds-Muets de St. Petersburg	1806
15	Saint Petersburg, Spass St., No. 52	Asylum for Deaf and Dumb Children	1896
16	Saint Petersburg	L'école des Sourds-Muets	1898
17	Saratow	L'école des Sourds-Muets .....	.....
18	Tiège-Halberstadt, Turida	Marien Taubstummenanstalt	1886
19	Tula, Pourin St.	Private Day School for the Deaf	1894
20	Warsovia, St. Alexander's Place	Institut des Sourds-Muets	1817
21	Worms bei Odessa (Chersau)	Taubstummenanstalt	1867
FINLAND.			
22	Abo	Taubstummenschule	1860
23	Borga	Döfstumskolan	1846
24	Ivaskyla	Taubstummenanstalt	1894
25	Jakobstad	Döfstumskolan	1853
26	Kuopla	Taubstummenschule	1853
27	Kurrika, Wass Stadthshft.	Yksityinen Kuuromyk Käkoulu	1860
28	St. Michel	Taubstummenanstalt	1896
29	Uleaborg	Taubstummenschule	1896
LIVONIA.			
30	Fennern (Altfennern)	Institut Gotthard pour Sourds-Muets	1866
31	Polwa, Krein Werroschen	Taubstummenanstalt	1867
32	Pyha	Oselscha Taubstummenanstalt	1863
33	Riga, Marienstrasse No. 40	Taubstummenanstalt	1840
34	Wolmar	Taubstummenanstalt	1876

NOTE.—(1) "The School, since 1891, is under the supervision of the Astrachan Philanthropic Society, but is maintained in part by the city, which pays a yearly subsidy of 3,000 roubles (\$1,500). This sum is quite insufficient for the needs of the school, so that it is necessary to have recourse to private benefactors, amateur theatricals, concerts, lotteries, etc., to make up the requisite amount for the needs of the school. There are every year many children desirous to enter the school; sometimes it was necessary to refuse as many as 16 applications, and there are many unfortunates who do not present any application, knowing how difficult it is to secure admission. It is difficult to ascertain their exact number however.

"The method of instruction is copied from that of St. Petersburg School for the Deaf and Dumb, as the present Director of the Astrachan School made a special journey and studied instruction there according to the sound method under Director Ostrogradski in 1893 and 1897. In addition to reading and writing the male pupils are taught two trades by specialists—book-binding and shoemaking, while the girls are taught sewing and embroidery."

P. RYSHKIN, *Director of the School.*

(5) "Boys are taught the following: book-binding, cabinet-making, farriery, locksmith's trade, shoemaking, gardening. Girls: cutting and sewing and embroidery. The children are received at the age of 8 to 15, no difference being made as to sex, religion or nationality. The course lasts 5 years. Tuition is free. For board, washing, service, etc., 5 roubles (\$2.50) is collected per month. The wearing apparel must be furnished by the parents in sufficient quantity."

(8) "This School commenced in 1860 with five pupils; has steadily developed into a large institution, with workshops, etc. It is at present, owing to the want of funds, unable to accommodate all who apply for admission. Connected with it is also a home or asylum for adult deaf."

(11) "This School was formerly established at Kherson, but was transferred to Odessa, on account of the

deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
overnment.....	Peter Alex. Ryshkin.....	Pr. I. E.....	Mimic, etc.....		18	2	24
ment of Vladimir.....	.....	Pu. I. E.....	Dactyl.....				32
asky.....	 Lastotchkina.....	Pu. I. E.....	P. O.....	7	7	5	35
y M. Vetukhoff.....	Priest V. M. Vetukhoff.....	Pr.....	C.....	3	26	2	30
Yavorski.....	Priest M. Yavorski.....	Pr. I.....	O.....	5	20	15	43
O. Nisnevich.....	Soph. O. Nisnevich.....	Pr. I.....	O.....		11	1	17
nd Synod.....	G. Migge.....	Pr. I. E.....	P. O.....	9	21	15	73
nold.....	D. Organow.....	Pr. I.....	C.....	11			156
osdvijanski.....	V. S. Vosdvijanski.....	Pr. E.....	O. & A.....		7	8	19
.....	 Burmenski.....	Pr.....	C.....				50
an.....	J. Kagan.....	Pr. I. E.....	O.....				10
.....							
Baumann.....	Theod. Hoffmann.....	Pr. I. E.....	O.....	1	9	1	10
Mariefeodorovna.....	Ostragradsky.....	Pu. I.....	O. & M.....				235
olent Society.....	.....	Pr. I.....	Mimic.....		14		26
Likharew.....	.....	Pr. I.....	Mimic.....				25
barzoumow.....	.....	Pr.....	.....				10
sch Menonites.....	.....	Pr. I.....	O.....	4	4	11	28
.....	L. S. Voznesenskaya.....	Pr. E.....	Mimic.....				11
eror Alexander I.....	A. D. Blagoveschenski.....	Pu. I. E.....	O.....		10	98	225
inwand.....	D. Steinwand.....	Pu. I.....	O.....	4	6	5	32
.....							
tate.....	A. U. Nordman.....	Pu. I. E.....	O.....	11	33	40	88
Malin.....	K. O. Wichmann.....	Pu.....	P. O.....	8	7	6	46
tate.....	E. Luoma (1896).....	Pu. I. E.....	Mimic.....	8	12	3	60
sin A. Heikel.....	Maria Kahelin.....	P. I.....	C.....	8	8	4	35
.....	Korst, Killinen.....	Pu. I. E.....	O.....		35	11	96
..... Södermann.....	B. Södermann.....	Pr. E.....	Signs.....	3	2	2	14
tate.....	Ivan Savolainen.....	Pu. I. E.....	D. & W.....	9	22	14	72
tate.....	Emilia M. Serenius.....	Pu. I. E.....	O.....	6	9	5	35
t Sokalowsky.....	A. C. Hürschelmann.....	Pr. I.....	O.....	5	24	28	52
J. Falk.....	C. Kusick.....	Pu. I.....	P. O.....	3	9	10	19
obmann.....	Michael Rahvel.....	Pu. I.....	O.....	1	8	1	11
rakt Bürgerverblindg.....	Edw. Inselberg.....	Pr. I. E.....	O.....	7	38	10	59
E. Mellin.....	Phil. Solwede.....	Pr. I.....	O.....	5	6	10	41
				118	366	307	1719

pupils, where it now exists, though in a precarious state. For nineteen years I have been teaching orally. This School is established for the Hebrew deaf and dumb of both sexes. The children are to speak and write, including religion and a general knowledge of Hebrew and Russian. All are taught orally." J. KAGAN.

) The oral method was finally—after trying all—adopted in this School in 1884. Pupils showing aptitude for manual training receive instruction mainly in lathe work, leather-work, and book-binding. Many of the teachers of the institution have proved highly successful as artisans and artists.

Finland. NOTE.—The schools in Finland are either taught in the Finnish or Swedish language, not in the English, which is not the vernacular of the land. The Swedish language is used in the schools of Borga and Gäddede, the Finnish in the schools of Abo, Jyväskylä, Kuopio, St. Michel and Uleaborg.

Finland. NOTE.—(30) Five student teachers assist.

) "We have but one class and take no additional ones until this class has completed its school course of seven years. The school is exclusively for inhabitants of this island. This year we discharge our first ten pupils and shall admit another whose ages will range from 7 to 13 years."

) August last (1899) we dedicated and entered upon possession of our new building, constructed in all its details specially for our purpose.

) This School submits with its answers a series of 21 queries which the Russian government requires, locally, schools for the deaf to respond to. They are comprehensive in scope, and the replies indicate for the school a highly satisfactory condition except its inability, on account of lacking funds, to accommodate all applicants for admission. The Principal states that it would require two additional schools of the same size to fully educate all deaf children of school age in the province.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
SERVIA.			
1	Belgrad.....	Taubstummen-erziehungsanstalt.....	1897
2	Fozarevaz.....	Taubstummen-erziehungsanstalt.....	

NOTE.—(1) The pupils are divided into three Classes—Elementary, Intermediate, and Grammar. Tidiness

SPAIN.			
1	Barcelona.....	Escuela Municipal de Ciegos y de Sordomudos.....	1816
2	Bilbao (Deusto).....	Colegio de Sordomudos y de Ciegos de Viscaya.....	1892
3	Burgos, Calle de Madrid.....	Colegio de Sordomudos y de Ciegos.....	1858
4	Madrid, La Castellano, No. 7.....	Colegio Nacional de Sordomudos y de Ciegos.....	1855
5	Madrid.....	Escuela Municipal de Sordomudos y de Ciegos.....	1895
6	Oviedo.....	Colegio de Sordomudos y de Ciegos.....	
7	Salamanca.....	Escuela Regional de Sordomudos y de Ciegos.....	1893
8	Santiago, Convento de S. Domingo....	Colegio de Sordomudos y de Ciegos.....	1884
9	Sevilla.....	Colegio Provincial de Sordomudos y de Ciegos.....	1875
10	Valencia, Calle de Recaredo 6.....	Colegio Valenciano de Sordomudos y de Ciegos.....	1896
11	Zaragoza, Calle de la Audiencia, 20....	Escuela Especial de Sordomudos y de Ciegos.....	1871

NOTE.—All of the Spanish Institutions for the Deaf seem to have a special department for the education of the blind.

(3) The Director makes the following statement: "In order to obtain positive results in the instruction of deaf-mutes, the number of scholars to each teacher should not exceed ten. I consider the idea held by many, that deaf-mutes are vicious and have evil propensities, an error. Like all others possessing five senses, I believe

SWEDEN.			
1	Gefle.....	Sjette distriktets döfstumskola.....	1897
2	Hernösand.....	Sjunde distriktets döfstumskola.....	1893
3	Karlstad (Karlstad Div).....	Orebro och Värmlands Dist. D. S. Skola.....	1874
4	Orebro (Orebro Div).....	Orebro och Värmlands Dist. D. S. Skola.....	1875
5	Stockholm—Manilla.....	Manilla döfstumskola.....	1890
6	Venersborg.....	Fjärde döfstumskoldistriktets.....	1892
7	Venersborg.....	Skolhemmet för Blinda döfstumme.....	1893
8	Wadstena.....	Läroanstalten för oförfärdiga döfstumme.....	1876
9	Wexjö.....	Andra distriktets döfstumskola.....	1891

GENERAL NOTE.—"In the beginning, instruction was given by the French method. During the past thirty years the so-called Gorman method has been introduced. Since enactment of the compulsory school law, May 31, 1889, the German method ranks first in the instruction of the deaf of Sweden, as all of the deaf must first be tested by this method. Those who cannot be satisfactorily instructed by this method are taught by means of writing and the manual alphabet, and only feeble-minded deaf are principally instructed by means of gestures. All schools are public, supported by the state. The Manilla School, in the first school district, has also the Swedish Normal Training Seminary for Teachers of the Deaf, no one being permitted to teach the deaf without a previous two years' training—one year at the seminary and one probationary year provided for by the State. The superintendent of the Manilla School is also director of the Teachers' Seminary."

(1) The schools at Bollnäs, Falun, and Upsala were discontinued July 1, 1897, and united in the Gefle, or Sixth District Institution.

(2) In accordance with the provisions of the law of 1889, the entire country is divided into seven districts, each of which must take care of its deaf. The general government grants a subsidy of 250 kronas (\$66) per annum for the education of each deaf-mute pupil."

A. J. HAGSTRÖM, Director.

(5) The city and district of Stockholm, Södermanland, Westmanland, East Göthland, Närke, Örebro, and the island of Gotland constitute the 1st District. Of the whole number of deaf-mutes admitted to school 60 per cent. are instructed by the pure oral method, 30 per cent. by speech, manual alphabet, and writing, and 10 per cent. by signs, manual alphabet, and writing.

(7) The instruction of blind deaf-mutes was, at the instance of H. R. H. the Queen, commenced April, 1882,

Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Detschansky Soc.....	Lucas Lazarevich.....	Pr. I.....	O.....	2	23	2	26

od conduct receive special attention. Cardboard work is taught.

ta Constitutional.....	D. Franc. Valle y Ronquillo.	Extern	Mixed.....	7			65
rillo Ustara.....	D. Aug. Sanz Echeverria....	Int. y Ext.	Mixed.....	6			47
el de la Cuesta.....	Florencio Gil Garcia.....	Int. y Ext.	Mixed.....	5			58
Carlos IV.....	Manuel Blasco y Urgel.....	Int. y Ext.	Oral.....	24	50	40	90
iputacion de Madrid...	D. Aniceto Legaz.....	Ext.....	Mixed.....	2			26
putacion de Salaman'a	Sr. Rodriguez, Dir.....	Int. y Ext.	Mixed.....				27
Diputa's de Galicia....	Manuel Lopez Navaton	Int. y Ext.	Mixed.....	3			36
putacion Sevillana.....	D. Francisco Pérez.....	Int. y Ext.	Mixed.....	3			31
ancisco Fatay.....	Salvador Fuster Garcia.....	Int. y Ext.	O. P.....	7		2	53
Arellano y Ballesteros.	Ant. Arellano y Ballesteros.	Int. y Ext.	O. P.....	3			29
				60	50	42	462

ventual character depends on their education. Constant and careful surveillance, however, is essential r to secure desirable results."

) The oral method was adopted in this Institution only three years ago, and the Principal regrets that the s are not all boarders, as they derive the greater benefit from the oral method.

nnment.....	Johan Prawitz.....	Pu. B.....	O.....	16	12	15	92
nnment.....	A. J. Hagström.....	Pu. B.....	C.....	21	84	18	154
L. Käyser.....	Theod. Käyser.....	Pu. B.....	Wr.....	1	1		3
nnment.....	J. Blomkvist.....	Pu. B.....	P. O.....	9	6	4	39
ron Borg.....	Dr. O. Kyhlberg.....	Pu. B.....	C.....	21	67	38	139
	P. F. S. Nordin.....	Pu. B.....		28			167
Anrep Nordin.....	Eliz. Anrep Nordin.....	Pr. B.....	O. & M.....	5			6
and Dir. Zatterman.....	E. A. Zatterman.....	Pu. B.....	C.....	8	11	8	27
nnment.....	Sven Friden.....	Pu. B.....	O. S.....	15	51	21	99
				124	232	104	726

ie pupil by the present principal of this School. Four years later Parliament appropriated the requisite and a school of four pupils was organized. From that period the number varied up as high as sixteen, luded in this number were twelve blind idiots. The total number of blind deaf-mutes proper, instructed pening of the school is sixteen; of these two have advanced intellectually remarkably, five have shown ults, three have made unsatisfactory, and six comparatively little or no progress. Physical culture redally attention, and manual training, such as knitting, crocheting, needlework, likewise weaving, doing work, chair-caning, and basket-making. Pupils received thus far have ranged from five to twelve years. hool course continues twelve years. All who can afford to pay do so at the rate annually of \$107.50 (400), others are aided by the government. Pupils can remain the entire year in the School home.

" With a view to promote the instruction and acquisition of speech, the government established three ins- ons for deaf-mutes beyond the school age (15 to 30 years), 1st, in 1878, the Wadstena; 2d, in 1879, a similar Skara, and, 3d, in 1880, at Bollnäs. After passage of the law reorganizing the schools for the deaf in 1889 hools were allowed to take scholars aged from twelve to thirty, and even older. These institutions were, r, considered only to be provisional. The Skara School was closed in 1900, and its teachers were pen- ; the Bollnäs School is also to be closed, and the Wodstena School is to be closed in June, 1902, and its s pensioned."

E. A. ZATTERMAN, Dir.

This School was formerly (1891-1896) at Hjärted, and ten of the pupils who are most backward yet board and are instructed by the sign method.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when founded or opened.
EUROPE—Cont'd.			
SWITZERLAND.			
1	Aarau—Unter Entfelden.....	Taubstummenanstalt Aarau auf Landenhof.....	1836
2	Baden, Kant. Aargau.....	Taubstummenanstalt Liebenfels.....	1850
3	Bern Stadt-Wabern.....	Taubstummenanstalt für Mädchen.....	1874
4	Geneve-Charmillles, 22.....	Inst. Cantonal des Sourds-Muets.....	1866
5	Geronde, pres Sierre, Valais.....	Inst. Cantonal des Sourds-Muets.....	1894
6	Gruyeres, Kant. Friburg.....	Inst. Cantonal des Sourds-Muets.....	1890
7	Hohenrain, Kanton Luzern.....	Kantonal Taubstummenanstalt.....	1852
8	Locarno, Kant. Ticino.....	Inst. Cantonal de Sordo-Muti.....	1890
9	Moudon, Kant. Vaud.....	Inst. Cantonal des Sourds-Muets.....	1811
10	Munchenbuchsee, Kant. Bern.....	Taubstummenanstalt für Knaben.....	1822
11	Riehen, bei Basel.....	Taubstummenanstalt für Knaben.....	1838
12	St. Gallen (Rosenberg).....	Kantonale Taubstummenanstalt.....	1859
13	Zofingen, Kant. Aargau.....	Vereins Taubstummenanstalt.....	1839
14	Zurich Stadt, Künstlergasse.....	Blinden und Taubstummenanstalt.....	1826

NOTE.—(3) Pupils admitted every two years. School term eight years.

(5) "Our pupils are divided into German and French speaking classes and, like the hearing, vary more or less in intellectual abilities."

(6) Special attention given to industrial training. The Canton grants an annual subsidy of francs 3,000.

(9) The founder of this school was Pestalozzi's assistant at Yverdon.

Turkey.			
1	Constantinople, Pera Ainali-Tc'n, 21.	Institution Ottomane des Sourds-Muets et j. Aveugles.....	1897

NOTE.—(1) Prof. F. D. Grati, in 1897, issued a prospectus in regard to this School, giving in detail course of instruction, officers and regulations, and terms of admission. Since the above date no further information in

NORTH AMERICA.			
CANADA.			
1	Belleville, Ontario.....	Institution for the Deaf and Dumb.....	1870
2	Fredericton, New Brunswick.....	Institution for the Education of the Deaf and Dumb.....	1863
3	Halifax, Nova Scotia.....	Institution for the Deaf and Dumb.....	1857
4	Montreal, Mile End.....	Catholic Male Deaf and Dumb Institution.....	1848
5	Montreal, 595 St. Denis St.....	Catholic Female Deaf and Dumb Institution.....	1851
6	Montreal, Notre Dame de Grace.....	Mackay Institution for Protestant D.-M. and the Blind.....	1870
7	Winnipeg, Manitoba.....	Institution for the Deaf and Dumb.....	1886

NOTE.—(2) "The Educational Act of 1892 made it compulsory on the part of the counties sending children to pay a proportion of about one-third towards their maintenance. The government also makes an annual grant towards the support of the institution. Voluntary subscriptions make up the remainder.

(5) In this school instruction is given by the Pure Oral Method in the Oral Department, by the Manual

Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
ich Zschokke & o'rs...	F. Fritsch Vorst.....	Pr. I.	R. Ls.....	4	33	12	36
urgesellschaft.....	Franz Groth, Vorst.....	Pr. I.....	Ls.....	2	7	6	17
Brunner v. Jenner....	A. Ellenberger.....	Pr. I.....	Ls.....	5	22	18	46
omel et Com.....	A. Dejoux.....	O. P.....	O. P.....	5	.....	1	14
ancratia Vidmer, Supr.	Sr. Méthodiac d' I., Supr...	Pr. I.....	O. P.....	5	22	17	39
ernalde Jäggy.....	R. S. Bernalde, Supérieurs.	Pr. I.....	O. P.....	10	32	27	60
an Jos. Grüter.....	M. Fellmann, Dir.....	O. I.....	R. Ls.....	6	.....	25	56
i St. Croce Ingenbohl.	Sr. Edwige Müller, Dir.....	Pr. I.....	R. Ls.....	8	30	25	41
aef.....	Louis Forestier, Dir.....	Pu. I.....	O. P.....	4	.....	.....	31
Ott u. Andere.....	Fried. Uebersax, Dir.....	O. I.....	R. Ls.....	10	.....	2/3	85
ried. Spittler.....	Aug. Frese, Inspeckt.....	Pr. I.....	R. Ls.....	5	.....	30	42
ta Steinmann (Dm)...	Fried. Erhardt, Dir.....	Pr. I. E.....	R. Ls.....	10	68	18	90
urgesellschaft.....	Joh. Ulr. Brack, Vorst.....	O. I.....	R. Ls.....	4	30	22	37
Ulrich u. Dr. Hirzel.	Gotthilf Kull, Dir.....	Pr. I. E.....	R. Ls.....	6	17	36	56
				84	261	237	650

W. D. Arnold, who confined himself exclusively to oral methods, was in charge of this school 1839-1859. The founding of another institution in the Canton is in contemplation.

The institution has recently been enlarged, and was in fact founded and has ever since been conducted by the Zürcher Hilfsgesellschaft, which, however, receives from the city and Cantonal governments an annual subsidy of francs, 9,000.

F. G. Grati.....	F. G. Grati.....						
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to the School has been obtainable, and it is a question whether or not it is in existence, despite of the large number of deaf reported to be in the Turkish Dominions.

of Ontario.....	Robt. Mathison, Supt.....	Pu. B.....	C.....	22	122	13	258
r. Woodbridge.....	Albert Fred'k Woodbridge.	Pu. B.....	C.....	5	21	.....	33
tt Button.....	Jas. Fearon, Prin.....	Pu. B.....	O. M.....	11	39	15	99
Bourget.....	Rev. Alf. Belanger, C. S. V.	Pr. B.....	O. D.....	33	31	15	118
s of Providence.....	Sr. Ph. of Jesus, Sups.....	Pu. B.....	O. M.....	45	76	6	150
itizens of Montreal...	Harriet E. Ashcroft.....	Pr. B.....	C.....	8	28	11	50
l. Watson.....	D. W. McDermid, Prin.....	Pu. B.....	C.....	6	19	7	60
				130	336	67	768

In the Manual Department, and by the Combined Method for the English classes. Each department has class-rooms, dormitories, recreation rooms, etc., so that the pupils of the Oral Department have no connection whatever with those of the other departments. Oral Department 112 and the Manual 38 pupils.

Statement of Schools for

1	2 Location.	3 Name.	4 Date when first opened.
	NORTH AMERICA—Cont'd.		
	UNITED STATES.		
1	Alabama, Talladega.....	Alabama Institute for the Deaf.....	1858
2	Arkansas, Little Rock.....	Arkansas Deaf-Mute Institute.....	1867
3	California, Berkeley.....	Cal. Inst'n for the Education of the D. & D. and the Blind.....	1860
4	California, Los Angeles.....	Los Angeles Oral School for the Deaf.....	1898
5	California, Oakland.....	Oakland Oral School for the Deaf.....	1898
6	California, Oakland (Alden P. O.).....	St. Joseph's School and Home for Deaf-Mutes.....	1895
7	California, San Francisco.....	The Holden Private School, 522 Oak St.....	1890
8	Colorado, Colorado Springs.....	Colorado School for the Deaf and the Blind.....	1874
9	Connecticut, Hartford.....	American School at Hartford for the Deaf.....	1816
10	Connecticut, Mystic.....	Mystic Oral School for the Deaf.....	1871
11	District of Columbia, Washington.....	Columbia Institution for the Deaf and Dumb.....	1867
12	Florida, St. Augustine.....	Florida Institution for the Blind and the Deaf.....	1884
13	Georgia, Cave Spring.....	Georgia School for the Deaf.....	1846
14	Illinois, Chicago.....	Burr School, Ashland Avenue near North Avenue.....	1898
15	Illinois, Chicago.....	Darwin School, Humboldt Boulevard and Armitage Ave.....	1898
16	Illinois, Chicago.....	Froebel School, 21st near Robey St.....	1898
17	Illinois, Chicago.....	Hartigan School, Armour Ave. near 41st St.....	1879
18	Illinois, Chicago.....	Kozimski School, Ingleside Ave. cor. 54th St.....	1896
19	Illinois, Chicago.....	Monroe Street School, No. 157 Monroe St.....	1875
20	Illinois, Chicago.....	Prescott School, Ashland and Wrightwood Aves.....	1879
21	Illinois, Chicago.....	Seward School, No. 4634 Ashland Ave.....	1897
22	Illinois, Chicago.....	Trumbull School, Division St. cor. Sedgwick.....	1896
23	Illinois, Chicago.....	Wicker Park School, Evergreen Ave. near Robey St.....	1875
24	Illinois, Chicago.....	Gale School, Gale Ave. cor. 70th St.....	1896
25	Illinois, Chicago.....	Ephpheta School, 409 S. May St.....	1884
26	Illinois, Chicago.....	McCowan Oral School, 6550 Gale Ave.....	1883
27	Illinois, Derinda.....	Derinda Center Public Day School.....	1899
28	Illinois, Jacksonville.....	Illinois Institution for the Education of the Deaf.....	1899
29	Illinois, Streator.....	Public Day School for Deaf Children.....	1896
30	Indiana, Evansville.....	Public Day School for the Deaf.....	1896
31	Indiana, Indianapolis.....	Indiana Institution for the Education of the Deaf.....	1844
32	a Indian Territory, Minco.....	Chickasaw School for the Deaf and the Blind.....	1896
32	b Indian Territory, Fort Gibson.....	Cherokee Nation School for the Deaf and the Blind.....	1896
33	Iowa, Council Bluffs.....	Iowa School for the Deaf.....	1853
34	Iowa, Dubuque.....	Eastern Iowa School.....	1898
35	Kansas, Olathe.....	Kansas Institution for the Deaf.....	1884
36	Kentucky, Danville.....	Kentucky Institution for Education of Deaf-Mutes.....	1822
37	Louisiana, Baton Rouge.....	Louisiana Institution for the Education of the Deaf.....	1853
38	Louisiana, Chinchuba.....	Deaf-Mute Institute of the Holy Rosary.....	1890
39	Maine, Portland.....	Maine School for the Deaf.....	1876
40	Maryland, Baltimore.....	Fred'k Knapp's Institute, 851-3 Hollins St.....	1876
41	Maryland, Baltimore.....	St. Francis Xavier's School, No. 9 Pleasant St.....	1897
42	Maryland, Balt., 649 W. Saratoga St.....	Maryland School for Colored Blind and Deaf.....	1872
43	Maryland, Frederick City.....	Maryland School for the Deaf and Dumb.....	1867
44	Massachusetts, Beverly.....	New England Industrial School for Deaf-Mutes.....	1879
45	Massachusetts, Boston.....	Horace Mann School for the Deaf, 178 Newbury St.....	1869
46	Massachusetts, Boston.....	Perkins Institution and Kindergarten for the Blind.....	1858
47	Massachusetts, Jam. Pl'n. 20 St. J. St.....	The Boston School for the Deaf.....	1899
48	Massachusetts, Northampton.....	Clarke School for the Deaf.....	1867
49	Massachusetts, West Medford.....	Sarah Fuller Home for Little Children who Cannot Hear.....	1888
50	Michigan, Detroit.....	Detroit Day School for the Deaf (Porter St.).....	1894
51	Michigan, N. Detroit.....	German Evangel. Lutheran School for Deaf.....	1879
52	Michigan, Flint.....	Michigan School for the Deaf.....	1864
53	Michigan, Grand Rapids.....	Public Day School for the Deaf.....	1899
54	Michigan, Menominee.....	Public Day School for the Deaf.....	1900
55	Michigan, Muskegon.....	Public Day School for the Deaf.....	1900
56	Minnesota, Faribault.....	Minnesota School for the Deaf.....	1865
57	Mississippi, Jackson.....	Mississippi Institution for the Education of the Deaf.....	1864
58	Missouri, Fulton.....	Missouri School for the Deaf.....	1851
59	Missouri, St. Louis, 9th & Wash. Sts.....	Public Day School for the Deaf.....	1875
60	Missouri, St. Louis, 1849 Cass Ave.....	Marie Consilia School for the Deaf.....	1885
61	Missouri, St. Louis, Longwood Pl.....	St. Joseph's Deaf-Mute Institute for Boys.....	1895

leaf, December, 1900—Cont'd.

5	6	7	8	9	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Legislature.....	J. H. Johnson, Prin.....	Pu. B.....	C.....	15			130
ount and City.....	Frank B. Yates, Supt.....	Pu. B.....	C.....	25			226
ark and Act of Leg.....	Warren Wilkinson, Prin.....	Pu. B.....	O.....	15	94	21	158
addell and others.....	Mary E. Bennett.....	Pu. B.....	O.....	2	6	5	10
tte L. Morgan.....	Charlotte L. Morgan.....	Pr. D.....	O.....	1	3	1	7
s of St. Joseph.....	Sister M. Valeria.....	Pr. B.....	O.....	4	6	5	32
B. Holden.....	J. B. Holden.....	Pr. D.....	O.....	1			13
an R. Kennedy.....	William K. Argo.....	Pu. B.....	C.....	14	15	26	87
gswell and others.....	Job Williams.....	Pu. B.....	Eclectic.....	23	66	11	159
Whipple.....	Ella Scott, Prin.....	Pu. B.....	P. O.....	7	11	16	35
Kendall and Congress	Edward M. Gallaudet, Pres.	Pu. B.....	C.....	27	37	14	166
Legislature.....	W. B. Hare, Supt.....	Pu. B.....	C.....	3	36	4	44
School Trustees.....	Wesley O. Connor.....	Pu. B.....	C.....	16	144		184
of Education.....	Katherine Ashelby.....	Pu. D.....	O.....	1			8
d of Educa'n, under	Charl. P. M. Gregware.....	Pu. D.....	O.....	2			11
te Law of 1897.....	Emma D. Knox.....	Pu. D.....	O.....				
of Education.....	Letitia L. Doane.....	Pu. D.....	O.....	2			16
of Education.....	Katherine Martin.....	Pu. D.....	O.....				
of Education.....	Grace D. Emery Coombs.....	Pu. D.....	C.....	1			7
of Education.....	Margaret V. McKee.....	Pu. D.....	O.....	2			15
of Education.....	Larry M. W. Alcorn.....	Pu. D.....	O.....				
of Education.....	J. E. Gallaher.....	Pu. D.....	C.....	3			22
of Education.....	Effie Johnston.....	Pu. D.....	C.....				
of Education.....	Chas. N. Haskins.....	Pu. D.....	C.....	1			6
of Education.....	Mary A. Woodworth.....	Pu. D.....	C.....	1			8
of Education.....	Alice C. Schilling.....	Pu. D.....	O.....	2			16
of Education.....	Mary O. Arnold.....	Pu. D.....	O.....	2			11
of Education.....	Alice C. Bellows.....	Pu. D.....	C.....	2			
of Education.....	Mary E. Griswold.....	Pu. D.....	C.....				
ora Montgomery.....	Fanny Williams.....	Pu. D.....	O.....	5			42
ra M. Firth.....	Flora C. St. Clair.....	Pu. D.....	O.....				
eta Society.....	Susan M. Beaman.....	Pu. D.....	O.....				
McCowen.....	Barbara C. Leu.....	Pr. B. D.....	C.....	7	11	4	46
l Board.....	Margaret Cosgrove.....	Pr. D.....	O.....	5			28
Legislature.....	Cornelia Bingham.....	Pu. D.....	O.....	1			3
Law of 1897.....	Anna M. Black.....	Pu. B.....	Intuitive.....	55	166	111	525
es Kerney.....	J. C. Gordon, Supt.....	Pu. D.....	O.....	1	2	2	7
Legislature.....	Edith E. Brown.....	Pu. D.....	C.....	1	3	4	14
Gordon.....	Paul Lange, Prin.....	Pu. B.....	Any and all	30	120	26	326
A. Rowland.....	Richard O. Johnson, Supt.....	Pr.....		1			
ijams.....	C. L. Gordon.....	Pr.....		1			
ursey French.....	Laura A. Rowland.....	Pu. B.....	C.....	27			253
Emery.....	Henry W. Rothert, Supt.....	Pr. D.....	M.....	1	6	3	13
Legislature.....	De Coursey French.....	Pu. B.....	C.....	28	80	12	244
Legislature.....	H. C. Hammond.....	Pu. B.....	C.....	33	152	17	343
Legislature.....	Augustus Rogers, Supt.....	Pu. B.....	C.....	13			114
Rev. Can. Mignot.....	Dr. John Jastrensky, Supt.....	Pr. B.....	C.....	9	35	7	42
Hudson and others.....	Rev. Can. H. C. Mignot.....	Pu. B.....	C.....	13	41	17	89
rick Knapp.....	Elizabeth R. Taylor.....	Pu. D.....	P. O.....	4		2	30
on Helpers.....	Wm. A. Knapp.....	Free B.....	C.....	3	19	2	27
Legislature.....	Mother M. Joseph Hartwell.....	Pu. B.....	C.....	7	20	11	42
Legislature.....	F. D. Morrison, Supt.....	Pu. B.....	C.....	17	54	4	97
B. Swett.....	Chas. W. Ely, Prin.....	Pu. B.....	C.....	3	11	3	23
r S. King.....	Nellie H. Swett, Prin.....	Pu. D.....	O.....	16	14	39	124
Perkins and others.....	Sarah Fuller.....	Pr. B.....	O.....	3			3
rate Association.....	Michael Anagnos, Dir.....	Pr. B.....	O.....	5	4	2	29
Clarke.....	Thos. Magennis, Dir.....	Pu. B. D.....	P. O.....	24	49	39	150
Louise Brooks.....	Caroline A. Yale, Prin.....	Pr. B.....	P. O.....	5	5		10
School Board.....	Eliza L. Clark, Prin.....	Pu. D.....	P. O.....	5	17	13	33
Speckhard.....	Eliz. Van Adestine, Prin.....	Pr. B.....	C.....	7	21	5	36
Legislature.....	Rev. H. A. Bentrup, Supt.....	Pu. B.....	C.....	44			403
Sullivan & Bd. of Ed.	Francis D. Clarke.....	Pu. D.....	P. O.....	4	3	7	15
l Board.....	Margaret M. Sullivan.....	Pu. D.....	O.....	1	2	2	6
l Board.....	Olive Newlin.....	Pu. D.....	P. O.....	1	3	3	8
Legislature.....	Laura Robie, Prin.....	Pu. B.....	C.....	27	86		238
Burt & State Legis.....	James M. Tate.....	Pu. B.....	C.....	14			106
Kerr and Legislature.....	J. R. Dobyns, Supt.....	Pu. B.....	C.....	37	82	63	325
Simpson & School Bd.	Noble B. McKee.....	Pu. D.....	C.....	5			40
s of Joseph.....	Jas. H. Cloud.....	Pr. B. D.....	C.....	5	6	3	30
s of Joseph.....	Sister Mary Adele, Prin.....	Pr. B. D.....	C.....	4	18	10	47
s of Joseph.....	Rev. Mother Agatha, Prin.....	Pr. B. D.....	C.....				

Statement of Schools for

1	2 Location.	3 Name.	4 Date when opened.
NORTH AMERICA—Cont'd.			
UNITED STATES.			
62	Montana, Boulder.....	Montana School for the Deaf and Blind.....	1888
63	Nebraska, Omaha.....	Nebraska Institute for the Deaf and Dumb.....	1889
64	New Jersey, Trenton.....	New Jersey School for the Deaf.....	1882
65	New Mexico, Santa Fe.....	The New Mexico Asylum for the Deaf and Dumb.....	1885
66	New York, Albany.....	Home School for the Oral Instruction of the Deaf.....	1889
67	New York, Buffalo, 2253 Main St.....	Le Couteux St. Mary's Institution for the Deaf.....	1853
68	New York, Malone.....	Northern New York Institution for the Deaf.....	1884
69	New York City, No. 2 W. 47th St.....	Private Classes in Lip or Speech Reading.....	1889
70	New York City, 1122 Broadway.....	Speech Defects and Lip Reading.....	1886
71	New York City, 847 St. Nicholas Ave.....	Wash. Heights School for Children with Defective Hearing.....	1890
72	New York City.....	New York Institution for the Instruction of the Deaf.....	1817
73	New York City, Lex. Ave. & 67th St.....	Institution for the Improved Instruction of Deaf-Mutes.....	1864
74	New York City, 113 Buf. Ave., Br'n.....	{ Girls' Department.....	1870
75	New York City, 772 E. 188th St., F'd.....	{ St. Joseph's Inst. for the Imp. Instruction of Deaf-Mutes.....	1869
76	New York City, Westchester.....	{ Boys' Department.....	1876
77	New York City, 124 E. 28th St.....	Warren School of Articulation and Expression Reading.....	1890
78	New York City, 42 W. 76th St.....	The Wright-Humason School.....	1894
79	New York, Rome, Oneida Co.....	Central New York Institution for Deaf-Mutes.....	1875
80	New York, Rochester, 945 N. St. P. St.....	Western New York Institution for the Deaf.....	1876
81	North Carolina, Morganton.....	North Carolina School for the Deaf and Dumb.....	1864
82	North Carolina, Raleigh.....	N. C. Instn. for the Education of the Deaf and the Blind.....	1845
83	North Dakota, Devils Lake.....	School for the Deaf of North Dakota.....	1890
84	Ohio, Cincinnati, 719 W. 6th St.....	Public Day School for the Deaf.....	1875
85	Ohio, Cincinnati, 719 W. 6th St.....	Public Oral Day School for the Deaf.....	1886
86	Ohio, Cin., 6th St., bet. Syc. & Br'd'y.....	Notre Dame School for the Deaf.....	1890
87	Ohio, Cleveland, 1304 Wilson Ave.....	Public Day School for the Deaf.....	1892
88	Ohio, Columbus.....	Ohio Institution for the Education of the Deaf and Dumb.....	1827
89	Ohio, Dayton, Hickory St.....	Dayton Day School for the Deaf.....	1899
90	Ohio, Elyria.....	Lorain County Oral Deaf School.....	1897
91	Oklahoma, Byron.....	Long's Private Day School for Deaf.....	1898
92	Oklahoma, Guthrie.....	Oklahoma Institution for the Deaf and Dumb.....	1898
93	Oregon, Salem.....	Oregon School for Deaf-Mutes.....	1870
94	Pennsylvania, Edgewood Park.....	Western Pennsylvania Institution for the Deaf and Dumb.....	1876
95	Pennsylvania, Mount Airy.....	Pennsylvania Institution for the Deaf and Dumb.....	1820
96	Pennsylvania, Phila., Belmont Ave.....	Home for Teaching Speech to Little Deaf Children.....	1892
97	Pennsylvania, Scranton.....	Pennsylvania Oral School for the Deaf.....	1883
98	Rhode Island, Providence.....	Rhode Island Institution for the Deaf.....	1876
99	South Carolina, Cedar Spring.....	S. C. Institution for the Education of the Deaf and Blind.....	1849
100	South Dakota, Sioux Falls.....	South Dakota School for Deaf-Mutes.....	1880
101	Tennessee, Knoxville.....	Tennessee Deaf and Dumb School.....	1845
102	Texas, Austin.....	State Deaf and Dumb Asylum.....	1856
103	Texas, Austin.....	Deaf, Dumb and Blind Institution for Colored Youth.....	1887
104	Utah, Ogden.....	Utah State School for the Deaf and Dumb.....	1884
105	Virginia, Staunton.....	Virginia School for the Deaf and the Blind.....	1839
106	Washington, Vancouver.....	Washington School for Defective Youth.....	1886
107	West Virginia, Romney.....	West Virginia School for the Deaf and the Blind.....	1870
108	Wisconsin, Appleton.....	Public Day School for the Deaf.....	1896
109	Wisconsin, Ashland.....	Public Day School for the Deaf.....	1899
110	Wisconsin, Black River Falls.....	Public Day School for the Deaf.....	1897
111	Wisconsin, Delavan.....	Wisconsin School for the Deaf.....	1862
112	Wisconsin, Eau Claire.....	Public Day School for the Deaf.....	1894
113	Wisconsin, Fond du Lac.....	Public Day School for the Deaf.....	1896
114	Wisconsin, Green Bay.....	Public Day School for the Deaf.....	1897
115	Wisconsin, La Crosse.....	Public Day School for the Deaf.....	1899
116	Wisconsin, Manitowoc.....	Public Day School for the Deaf.....	1893
117	Wisconsin, Marinette.....	Public Day School for the Deaf.....	1896
118	Wisconsin, Milwaukee.....	Public Day School for the Deaf.....	1883
119	Wisconsin, Neillville.....	Public Day School for the Deaf.....	1898
120	Wisconsin, Oshkosh.....	Public Day School for the Deaf.....	1836
121	Wisconsin, St. Francis.....	St. John's Catholic Deaf-Mute Institute.....	1876
122	Wisconsin, Sheboygan.....	Public Day School for the Deaf.....	1894
123	Wisconsin, Sparta.....	Public Day School for the Deaf.....	1899
124	Wisconsin, Stevens Point.....	Public Day School for the Deaf.....	1898
125	Wisconsin, Wausau.....	Public Day School for the Deaf.....	1890
126	Wisconsin, West Superior.....	Public Day School for the Deaf.....	1897

NOTE (3)—It is almost impossible to answer the question, "Number of pupils who have some hearing power?" in such a way as to make the answer of any value. Probably no two teachers have the same stand-

Deaf, December, 1900—Cont'd.

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	PUPILS.		
					10 Con- genital	11 S. H. P.	12 Total.
Tillinghast and Legis.	Thos. S. McAloney, Supt.	Pu. B.	C.	5		2	27
f Legislature.	Henry E. Dawes.	Pu. B. D.	C.	22	56	47	165
f Legislature.	John P. Walker.	Pu. B.	C.	18	62	6	133
M. Larson.	Lars M. Larson.	Pu. B.	Eclectic . . .	1			9
M. Black.	Mary McGuire.	Pu. D. B. O.		6		4	30
outeulx Beneficial Soc.	S. Mary Anne Burke.	Pr. B.	C.	22	51	10	167
Ryan and others.	Henry C. Rider, Supt.	Pr. B.	Vernacular	14	34	24	80
D. Gorton.	Cora Deen Gorton.	Pr. D.					
l Greene.	David Greene.	Pr.					
ine Adele Anderson.	Margulies and Anderson.	Pr. B. D.	O.				
Akerly, Standford, o's.	Enoch Henry Currier.	Pu. B.	Eclectic . . .	45	168	51	417
Mrs. I. Rosenfeld, o's.	E. A. Gruver, Supt.	Pu. B.	P. O.	29	77	21	203
Victorine Boucher.	Mary C. Hendrick, Supt.	Pr. B.	O. M.	11	27	6	68
Victorine Boucher.	Rose A. Fagan, Supt.	Pr. B.	O. M.	13	30	15	108
Victorine Boucher.	Ellen E. Cloak, Supt.	Pr. B.	O. M.	24	58	50	198
Eginton Warren.	Lillie Eginton Warren.	Pr. D.	Warren's. . .	4	1	85	87
Humason.	T. A. Humason.	Pr. D. B.	P. O.	9			23
Wright.	J. D. Wright.	Pr. B.	C.	17			129
Johnson and others.	E. B. Nelson, Prin.	Pr. B.	M. Alph. . .	22	36	31	168
Westervelt and others.	Z. F. Westervelt.	Pu. B.	C.	27	131	92	223
Legislature.	E. McK. Goodwin.	Pu. B.	C.	9	37	25	78
Cooke & Legislature.	John E. Ray.	Pu. B.	C.	7	16	1	49
Spear.	Dwight F. Bangs.	Pu. B.	C.	1	8		8
McGregor & Sch. Bd.	Carrie Fesenbeck.	Pu. D.	Sign.	5	12	12	24
Fechheimer & others.	Virginia A. Osborn.	Pu. D.	P. O.	3	6	2	16
Julia, Superioress.	S. Mary of the S. Heart.	Pu. D.	C.	8	50	28	62
Geary.	Katherine King.	Pu. B.	C.	47	207	50	513
f Legislature.	J. W. Jones.	Pu. D.	C.	1	3	2	5
f of Education.	Jessie F. Zearing.	Pu. D.	O.	1		1	8
l Board.	Katherine May Binkley.	Pr. D.	M.	1			1
ng.	Elsworth Long.	Pu. B.	C.	4			50
lature.	H. C. Beamer.	Pu. B.	C.	7	15	12	60
Smith and Legis.	Clayton Wentz.	Pu. B.	C.	20	74	4	175
terr and others.	Wm. N. Burt.	Pu. B.	O. M.	68	127	120	500
ux, D. G. Seixas & o's.	A. L. E. Crouter.	Pu. B. D.	O.	9	51	9	60
a and Mary Garrett.	Mary S. Garrett.	Pu. B.	O.	13	38	12	72
ns of Scranton.	Mary B. C. Brown.	Pu. B.	O.	13	22	12	63
Henry Lippitt.	Laura de L. Richards.	Pu. B.	C.	14			117
N. P. Walker.	N. F. Walker, Supt.	Pu. B.	C.	6			49
D. F. Mingus and o's.	James Simpson, Supt.	Pu. B.	C.	15			231
John Cooke and Legis.	Thomas L. Moses.	Pu. B.	C.	31	174	78	350
Clark and Legis.	J. F. McNulty, Supt.	Pu. B.	C.	4	43	5	51
f Legislature.	S. J. Jenkins, Supt.	Pu. B.	C.	14	33	25	66
f Legislature.	Frank W. Metcalf.	Pu. B.	C.	20	81	24	150
f Legislature.	Wm. A. Bowles.	Pu. B.	C.	10	34	13	71
McFarland and Legis.	James Watson, Dir.	Pu. B.	C.	17	75	40	158
f Legislature.	James T. Rucker.	Pu. D.	O.	1	4	4	7
ah I. Gardner.	Hannah I. Gardner.	Pu. D.	O.	1	2	3	8
Moriarty.	Katherine Moriarty.	Pu. D.	O.	1	1	2	5
Capen.	Grace L. Rovie.	Pu. B.	M. O.	24	96	17	200
ezer Cheseboro.	John W. Swiler, Supt.	Pu. D.	O.	4	2	1	12
e C. Smith.	Jennie C. Smith.	Pu. D.	O.	2	3	2	5
l Board.	Anna L. Sullivan.	Pu. D.	O.	2	4	4	9
aret Sullivan.	Irene Van Benscoten.	Pu. D.	O.	2	1	6	9
l Board.	Lida J. Kline.	Pu. D.	O.	1	1	2	5
le B. Holden.	Dora P. Hendrickson.	Pu. D.	O.	1	3	2	7
l Board.	Frances O. Ellis.	Pu. D.	O.	10	34	12	55
ological Institute.	Frances Wetstein.	Pu. D.	O.	1	6	3	9
beth H. Irish.	Elizabeth H. Irish.	Pu. D.	O.	2	1	6	8
e B. Holden.	Katherine Grimes.	Pr. B.	C.	9			62
Theod. Bruener.	Rev. M. M. Gerend.	Pu. D.	O.	1	1		6
l Board.	H. Ray Kribs.	Pu. D.	O.	2	3	3	11
a Rudolph.	Hulda Rudolph.	Pu. D.	O.	1			6
Van Adestine.	Gertrude Van Adestine.	Pu. D.	O.	2	2	1	7
ce C. V. Bardeen.	Margaret Hurley.	Pu. D.	O.	2	3	4	11
C. Page.	Delia C. Page.	Pu. D.	O.				
				1347	3422	1536	10946

To hear the screech of a locomotive is *some* hearing, but it is of no value in an *educational* sense, and I *se* *that* is the sort of data you are seeking. To know how many of the children classed as "deaf" have

Statement of Schools for

sufficient hearing to enable them to profit by it in obtaining speech and mental culture would be an interesting kind of statistics, but to know how many can hear the loud ringing of bells or the whistle of a steam boiler, to my mind, would be of no value; yet some would group all this kind and degree of infirmity as having some hearing.

WARRING WILKINSON, *Principal.*

(4) This school being part of the public school system of the city, has its rooms in one of the city school buildings. In the spring of 1898 Dr. Waddell called a meeting of the parents of deaf children in Los Angeles. It was decided to present the matter of the education of their children before the school board. They did so. The school board took up the matter and did it so thoroughly that, at the opening of the school in the autumn, two teachers were engaged to teach the deaf. The Oral Method was decided upon. MARY BENNETT, *Hd. Teacher.*

(6) The present location of this School was when it was organized, called "North Temescal."

(7) The patrons of this School, like those of the present one in Los Angeles, purpose to present the matter to the municipality of San Francisco and ask its incorporation into the public school system of the city, and for this and ulterior purposes intend to organize a "Parents' Association." (Has since been successfully achieved.)

(9) The first principal of this School was the Reverend Thomas Hopkins Gallaudet; it is the oldest of existing Institutions for the Deaf in America. It was chartered in 1816 and opened in 1817. Its method of instruction is "eclectic."

"(11) The institution is divided into two quite separate departments:

1. The Kendall School, for children from seven to eighteen years of age. The number in this School on November 10, 1900, was 52.

2. Gallaudet College, for pupils of both sexes over eighteen years of age. The number in this department on November 10, 1900, was 114.

The College was founded in 1864 by Congress, at the instance of Edward M. Gallaudet."

E. M. GALLAUDET, *Pres.*

(14-24). The Chicago public day schools are operated under the new State law governing such schools. In the forty-third Annual Report of the Chicago Board of Education for the year ending June 25, 1897, the Superintendent of Public Schools thus refers to the law in question:

"The last Legislature passed a bill authorizing the establishment of classes for the instruction of deaf children in any school district, and providing also for the payment of one hundred and fifty dollars out of the school tax fund for every deaf child who was instructed in any public school by a licensed teacher of deaf children.

The average attendance of children in the schools for the deaf, last year, was about 80. The amount which Chicago may possibly receive for next year to maintain these special schools is \$12,000. It is estimated that there are over 250 deaf children in Chicago who ought to be taught in these schools. There were 113 enrolled for the year 1896-7. The following is a copy of the new law:

"AN ACT authorizing school districts managed by boards of education or directors to establish and maintain classes for the deaf in the public schools, and authorizing payment therefor from State common school funds. Approved June 11, 1897. In force July 1, 1897.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That upon application by a board of education or directors of any school district of the State to the State Superintendent of Public Instruction, he shall grant permission to such board of education or directors, and such board of education or directors shall thereupon be empowered to maintain as part of a public school, within its limits, one or more classes, having an average attendance of not less than three pupils, for the instruction of deaf persons, over the age of three and under twenty-one years, residents of the State of Illinois.

SEC. 2. Such board of education or directors, which shall maintain one or more classes for the instruction of the deaf, shall report to the State Superintendent of Public Instruction annually, and as often as said State Superintendent shall direct, such facts concerning such class or classes as he may require.

SEC. 3. The county superintendent of schools in each county is hereby authorized and directed to apportion and pay, out of the State common school fund received by such county, to the treasurer or other financial officer of such board of education or directors maintaining such class or classes for the instruction of the deaf the sum of one hundred and fifty dollars for each deaf pupil, resident of such county, instructed in any such class for at least nine months during the school year, and a share of such sum proportionate to the term of instruction of any such pupil as shall be so instructed less than nine months during such year. If no such class shall be maintained in a public school in any county, but persons residing in such county shall attend such class in an adjoining county, with the permission of the county superintendent of the county not maintaining such class, then said superintendent shall pay to the financial officer of the board of education or directors of the district maintaining such class the amount above specified for each pupil attending such class in such other county.

SEC. 4. The sums provided in the next preceding section shall be paid by such county superintendent of schools as soon as may be after the receipt by him of the State common school fund in each year, upon satisfactory proof being made to him by the president and the secretary or clerk of such board of education or directors maintaining such class, of the number of pupils instructed in such class or classes, and their residences, and the period of time each such pupil shall have been so instructed in such class or classes for the preceding school year.

SEC. 5. All teachers in such classes shall be appointed by the State Superintendent of Public Instruction

the Deaf, December, 1900—Cont'd.

upon application of the board of education or directors of the school district maintaining such class or classes; the State Superintendent of Public Instruction to have the power to remove such teachers for cause. No person shall be appointed to teach any such class who shall not have first obtained a teacher's certificate, as provided by law, and who shall not have received specific instructions in the teaching of the deaf for a term of not less than one year.

(26) "The various departments of the School embrace science, manual training, including sloyd, cardboard modeling, basket-weaving, sewing, and mechanical drawing; art, including black-board modeling, brushwork, free expression in crayon and pencil, and clay modeling.

"This school includes a thoroughly equipped training class for teachers, which receives every year a limited number of students."

(28) The course of study occupies twelve terms of nine months each. After the fourth year, two-thirds of the school period each day is spent in the school-rooms, and one-third in shop-work and industrial training.

"The objective studies include the studies of the public or common schools in the primary, intermediate and grammar-school grades. The Oral Department makes constant and free use of written language to an extent not customary in purely oral schools in continental Europe. The sign-language survives outside the class-rooms, and is the usual means of communication on the playgrounds and in the social and literary meetings of the pupils. It is permitted also in the devotional or chapel exercises. Though this concession is made to long-established custom the writer fails to discover any positive benefit along moral and religious lines due to the use of the sign-language in religious and moral work; that is, there is no perceptible difference in favor of the moral or religious character of our pupils in comparison with pupils in schools which do not permit the use of the sign-language. While my observation and experience of many years would not justify the exclusion of the sign-language from the social life of the deaf wishing to use it, I fail to find any use for any artificial language of signs in school work for the deaf in which fancied advantages are not more than counterbalanced by obvious disadvantages. My experience leads me to remark further that lip-reading of the English language is attended with so many difficulties that I do not feel disposed to exclude finger-spelling absolutely from oral school-rooms in fact, I regard finger-spelling as a convenient substitute for writing, and would permit its use upon occasion instead of writing but not instead of speech."

J. C. GORDON, *Superintendent.*

(32a) "There being no public or free school for the deaf in the Indian Territory, I came here three years ago to take charge of the department for deaf children connected with a school for hearing children, hoping, in time, to build up a little school for the deaf, as I know a number of such children who are not in school. Because of the unsettled condition of the country, the financial affairs of the Indians, and the small-pox, which has been so bad throughout the Territory for the last two years, I have not as yet accomplished much. Am doing some private work, both with the deaf and hearing, and hope to succeed in the course of time, as these children will, I am sure, all be in school eventually."

C. L. GORDON, *Teacher.*

(32b) "Miss Laura A. Rowland writes that she has been conducting, for more than a year, a school for the deaf and the blind at Fort Gibson, Indian Territory. It is supported by charitable contributions, but Government support is hoped for. There are seventeen pupils, of whom six are Indians (Cherokees and Choctaws) and the rest white." (*American Annals* vol. xlv, p. 388.) Failing to state the number of blind the 17 pupils reported are not enumerated. The existence of these two schools bear evidence that even the Indians of America appreciate instructing the deaf.

(35) Causes given of deafness by relatives and friends of pupils: Congenital, 80; fevers of various kinds, 35; spinal meningitis, 21; measles, 13; catarrh, 12; whooping cough, 8; La Grippe, 7; miscellaneous, 22; unknown, 33.

(40) A private German and English School for the hearing, to attend which the State grants to the deaf, annually, twelve scholarships at the rate of \$100 each.

(41) This is a free school, conducted by a benevolent organization which receives no State aid.

(46) This Institution, with its annex, the Kindergarten, at Jamaica Plain, although established exclusively for the instruction of the blind, has, ever since its first principal, Dr. S. G. Howe, taught the widely known blind-deaf Laura Bridgman, admitted deaf children who were blind and instructed them. Their deafness entitles such children to be enumerated alike among the deaf and the blind.

(48) Admission to the Normal Class attached to this school is an examination in the common English branches. Preference is given to those applicants who have had special training for teaching, and, if possible, some experience. Only four students are admitted to the school family, and occasionally an additional one boarding outside. A school year constitutes the period of training required. The training fee is \$100. The requisites exacted in order to secure a certificate are:

1st. Satisfactory examination in the studies of the class during the year.

2d. The preparation of themes on various subjects connected with the work.

3d. Satisfactory practice work in the school rooms.

The subjects of study are: Preparatory sense training, general mental development, language teaching, aural training, speech-reading, anatomy and physiology of the vocal organs, and history of the education of the deaf.

At the present time three graduates of this school, one ranking very high in his class, are at Harvard University, one at Brown University, and one has successfully passed his examination to enter the Massachusetts Insti-

Statement of Schools for

tute of Technology, while another, Abraham Fechheimer, ranks sixth among 150 foreign applicants for admission to the "Ecole des Beaux Arts" in Paris, to which only fifteen are annually admitted, will now enter that renowned art institution.

(49) All of the pupils are under six, and eight are under five years of age.

(50) A normal training class is connected with this school.

(53) "In the industrial department, the children in this school take their instruction with the hearing children from the same teachers in the various lines of work they are learning."

(56b) "The school for the instruction of the deaf in this city (Minneapolis), was discontinued several years ago. The reason was lack of funds, and it is not probable that the matter will be again taken up."

CHAS. M. JORDAN, *Superintendent* (1900.)

(59) "Free instruction in common and high school branches, speech, lip-reading, manual training and domestic science. Pupils prepared for admission to Gallaudet College for the deaf, Washington, D. C."

(65) "I tried hard at the last meeting of the Legislature to obtain a good law for the school, and succeeded. Objection was only made to the name which, it was insisted, should be called 'Asylum.' Its title and date is 'Chapter XLII, Laws of 1899. An Act to establish and maintain an asylum for the education of the deaf and dumb, H. B. 51, approved March 15, 1899.' The Legislature, however, failed to make any appropriation for the 'Asylum' this year, hence the school has not been in session as a public institution, and I am only teaching a small private class of pay pupils this season."

LARS M. LARSON, *Superintendent*.

(69-70) The instructors conducting these two private schools devote themselves largely to the individual instruction of children and adults, having defective hearing—teaching lip or speech-reading and correcting defects of speech—hence these pupils should properly be listed among the deaf receiving instruction, as they are included in the census enumeration.

(71) In the prospectus of this School it is stated:

"The object of this school is to meet the demand for a moderate priced private boarding and day school for children with defective hearing. There is at present no school in New York City which fills this need, and, therefore, many children are kept at home without instruction far beyond the school age.

Hearing children are sent to kindergarten at ages varying from three to five years; why should their less fortunate sisters and brothers who have so much more to contend with to acquire the same knowledge be denied the opportunity of development in the early and important years of their lives?

The principals of the Washington Heights School take children as young as two years of age, give them a mother's care and attention, and in playing with them teach them to speak and understand speech by the motion of the lips, or lip reading, as it is called.

One of the most important features of this school is the development and improvement of the hearing.

It is not generally known that a large percentage of the so-called totally deaf children have some perception of sound. It often takes months of experiment and attention to discover the existence of any sense of hearing. With this slight perception of sound as a foundation the hearing can be sufficiently developed to become an invaluable aid to the mental growth of the child, and of great assistance in the production of a natural voice.

Very little has been done in this direction and teachers of the deaf are but just beginning to understand the importance of work along this line."

(72) "Total number of pupils who have received instruction during the eighty years since the organization of this school is 3,790. Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough instruction in all departments of Art a special feature of this institution. A completely equipped gymnasium under the supervision of a physical director has been provided. A department for instruction in floriculture has been established. Military drill for the boys."

ENOCH HENRY CURRIER, M. A."

(74, 75, 76) "The Boys' Department of the St. Joseph's Institute for the Improved Instruction of Deaf-mutes was founded and opened in September, 1876, at Fordham, N. Y. Removed to West Chester, New York (present location), in October, 1877. Is one of three separate schools comprising the institute, which is governed by a Board of Managers. Each department of the Institute is controlled or directed by a superintendent, while the literary work of the three schools or departments is directed by one principal, Miss Frances O'Connor."

(77) The work of the Warren School comprises two classes. The first is the teaching of the deaf and dumb to speak and to understand themselves when spoken to, by observation of the organs of articulation.

Under the second class is included the instruction of hard of hearing adults to understand conversation by watching the facial expressions. Most of the work of the school is devoted to this adult instruction.

The school reaches deaf adults in two ways—through personal instruction and through instruction by correspondence. The personal instruction is given at the main school in New York, and in the branches in Boston, Mass., Washington, D. C., and Macon, Ga.

(78) "This school aims to provide the best possible education for children whose hearing is in any degree defective, and to teach them to speak correctly and to understand the speech of others. To attain this aim it affords the combined advantages of private and class instruction, both of which are essential to the highest and most rapid development of the child.

the Deaf, December, 1900—Cont'd.

The number of pupils which the school receives is limited, and there are never more than four in one class. Each pupil receives daily both individual and class instruction.

All instruction is given in speech and writing, and no form of manual communication is ever used by teachers or pupils.

The school surrounds its pupils with the comforts and influences of a quiet and refined home. It places the education of the deaf upon exactly the same plane as that of those who can hear, and provides for pupils an environment not inferior to that found in the finest boarding-schools in the city.

The natural time for learning language is the child's earliest years, and during that time the language faculties are far more acute than they ever are at a later period. The normal child acquires language mainly between the ages of one and seven, as a natural process and with no conscious assistance from those who have him in charge. But a child whose hearing is defective, even in a small degree, cannot learn language by his own efforts. He must be taught. But, like the hearing child, his language faculties are far better between the ages of one and seven than they ever will be again.

The closing years are arranged to cover the requirements for admission to college. The entrance requirements of Columbia University in the city of New York are taken as a basis of this course, but only slight changes are necessary in fitting for other colleges. French, German, Latin, Greek, Plane, Solid, and Spherical Geometry, Plane Trigonometry and Advanced Algebra are studied in place of the natural sciences in the academic course.

Many children, supposed to be totally deaf, and pronounced so by physicians, are found, after repeated experiment, to possess a slight sense of hearing which, by cultivation, is made of great service in the guidance of their voices, and often in understanding speech. Almost all the pupils in the school have been found to possess hearing, and in each case the sense is steadily becoming more serviceable. Board and tuition in all branches, \$1,000; tuition for day pupils, \$600; private lessons in lip-reading, for term of forty lessons, \$60; private lessons in speech, per hour, \$2.50-\$3 00."

(78b.) Miss Sarah Warren Keeler's Articulation Class was discontinued in 1897-8.

(94) "The number of pupils reported as deaf under 7 years of age is undoubtedly incorrect. We take our figures directly from the application blanks which were filled out by the parents or their representatives. There seems to be an averdon on the part of many parents to acknowledge that their children were born deaf, so they usually ascribe the deafness to some sickness which the child had in early infancy, or, in lieu of a better excuse, they sometimes ascribe it to falls or blows received. One mother stated that the deafness of her daughter is due to a whistle attached to an oil pump. My observation lends me to the conclusion that there are fewer cases of deafness due to disease than we had in the Institution 20 years ago. You will notice that we have but three who lost their hearing after they were 7 years of age. Our records show that there were only 25 who lost their hearing after they were 3 years of age.

WM. N. BURT, *Principal*."

(96) "Our method is simply to surround young deaf children with the same uninterrupted conditions for acquiring articulate speech and language at the natural age with which all hearing children are surrounded. The use of either natural or arbitrary signs or the manual alphabet is strictly prohibited, and the children must have the same amount of repetition of language in connection with objects and ideas addressed to the eye as hearing children receive through the ear.

"Of the nine children reported as becoming deaf under seven years, one lost hearing at 18 months, from scarlet fever; one lost hearing at 4 years, from spinal meningitis; one lost hearing at 22 months, from spinal meningitis; one lost hearing at 1 year, from spinal meningitis; one lost hearing at 18 months, cause unknown; one lost hearing at 6 months, from scarlet fever; one lost hearing at 3 years, from spinal meningitis; one lost hearing at 1 year, probably meningitis; one lost hearing at 16 months, from spinal meningitis. These all entered the Home without speech except one, who had had two years private training.

"The children live in the Home *during the entire year*. They are received between the ages of two and eight, the object being to give them sufficient speech, speech-reading and language during their life in the Home to return to their own homes and be educated with hearing children. They are given a course of not less than six years from time of entrance. After they have acquired language and the speech habit they are allowed to go home at times. They acquire the *ability* of correct articulation before they acquire the *habit* of it. They are not taught writing or reading before they can talk. After they learn to talk, however, they are taught to read and write, and guided and encouraged to read stories, the daily papers, the lives of men and women, famous for what they have accomplished on various lines, etc. They are likewise trained and encouraged to write letters frequently. Before they leave to go to schools with hearing children they are given some knowledge of geography, history, grammar and a little number work. They have manual training (the new sloyd Method), Swedish gymnastics, and are taught sewing, light housework, to plant seeds, to cultivate flowers, and to cut and arrange them. The members of our oldest class are all in schools with hearing children now except one child, who was taken away by her parents before completing her course here. Among these are clever children, dull children, children who develop quickly, and children who develop slowly. The greater number of the children among those who have gone were difficult cases, and all of them were deaf-born children. One of them had four deaf brothers and sisters, and another was the child of deaf-born parents and grandparents on his father's side.

MARY S. GARRET, *Principal*."

(103) Mrs. E. Moore-Barrett, Principal of the Austin Kindergarten Training School, states: "There are

Statement of Schools for

two little girls, both deaf, dumb and blind, which, with my daughter, Miss Beirne Barrett, we will have charge of. These, with another little deaf, dumb and blind child, in the State, and one being educated at the Perkins Institute, makes four such-children for the State of Texas, receiving instruction at the present time.

(111) "Our classes average 10¼ pupils. Four of our teachers are deaf. There is no combination in regard to methods for the year 1899. Ninety-nine pupils, in ten classes, were taught exclusively by speech in the Oral

1	2 Location.	3 Name.	4 Date when founded or opened.
NORTH AMERICA—Cont'd.			
MEXICO.			
1	Mexico, Calle sur 4, No. 414.....	Escuela Nacional de Sordo Mudos.....	1865

NOTE.—Mexico. A reorganization of this school is in prospect, when the number of pupils will be increased.

CUBA.			
1	Habana, Cal. de Galiano No. 14.....	Escuelo de Sordo-Mudos y Ciegas.....	1879

NOTE.—Cuba. Suspended for the present.

SOUTH AMERICA.			
ARGENTINE.			
1	Buenos Ayres, Defensa 1179.....	Instituto Nacional de Sordo Mudos (Discipulas).	1882
2	Buenos Ayres, Cal. Santa Fe No. 2858.....	Instituto Nacional de Ninas Sordo Mudos.....	1900
3	La Plata.....	.....	.....
4	Santa Fe, Calle 9 de Julio 184.....	Instituto Nacional de Sordos-Mudos de la Prov. Santa Fe.	1899

(1) This Institution was originally opened by José Facio in 1870, as a private school, who conducted it until 1882, when a commission of physicians was placed in charge by the government, and its name changed to "Instituto de Sordomudos de la Capital." In 1885 the Abat Serafin Balestra was appointed director, but he withdrew the same year. Finally, on the 5th of January, 1892, the services were secured of Prof. Louis Molino, of Milan, who reorganized the school and established the present Normal Training Department. As successor to Professor Molino (who returned to Italy in 1894), Mr. Bartolomé Ayrolo, a graduate of the Normal Department, was placed in charge, and given a year's leave of absence to inspect European schools. Meanwhile the sub-director, Mr. Pablo Diaz Gomez, who founded the Review "El Sordomudo Argentino," conducted the school. All of the officers and teachers now employed are graduates of the Normal Department, and give entire satisfaction. By decree of January 13th, 1900, the school management was changed, its supervision placed directly under the Minister of Public Instruction and two separate and distinct departments organized, the

BRAZIL.			
1	Rio de Janiero, R. d. Laranguira 82.	Instituto Nacional de Sordos-Mudos	1837

CHILI.			
1	Santiago, Calle Esperanza 144.....	Instituto de Sordo-Mudos y de Ciegas.....	1889

(1) The "Instituto de Sordo-Mudos," located in the Calle de Moranda, was established April 10th, 1889. This year (1900) it has 61 pupils and five teachers. The expenses for the current year according to the "Anuario del Ministerio de Instruccion Publica" amounted to 37,200 pesos. The course of study comprises

URUGUAY.			
1	Montevideo.....	Public Day School for the Deaf.....	1891

The Government Inspector of Primary Instruction in Montevideo organized February 6th, 1891, a class for the instruction of the deaf, in connection with the schools for the hearing. Its operation under the

Deaf, December, 1900—Cont'd.

ment, and seventy-three pupils in six classes employed signs and writing. Seventy-nine pupils had less writing and drawing; 42 manual training in woodwork; 5 in casting and moulding; 6 in forging and work; 15 in cabinet work; 18 in shoemaking; 10 in printing; 1 in baking; 63 in sewing and embroidery; dressmaking; 8 in cooking.

J. W. SWILER, *Superintendent.*"

5	6	7	8	9	PUPILS.		
Founder.	Executive Officer.	Character.	Method.	Teachers.	10 Con- genital	11 S. H. P.	12 Total.
dent Juarez.....	Trinidad Garcia, Dir.....	Pu. B. D....	Pr. O.....	13	15	4	46

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rnment.....	Bart Ayrolo, Dir.....	Pu. B. D....	P. O.....	10	34	13	78
stro de Instruccion Pu.	Maria Ana McCotter.....	Pu. B. D....	O. P.....	6	21	5	41
Maria Solá.....	Jose Solá, Dir.....	Pu. B. D....	Mixta.....	2	12	2	14
				18	67	20	133

r boys and the other for girls. The two schools are public, each have full boarders, half boarders and pupils. The pupils, if able, pay for board and tuition, the majority, however, do not. Boys are taught ng, shoemaking and carpentering—the latter being the favorite. The Normal Training School is at it attended by seven students—all females—although both sexes are admitted. The total expenditures Institution for the year 1900 were \$90,052.95.

) "This school has been closed, and in accordance with the law of January 13th, 1900, its six pupils were erred to the 'Instituto Nacional' at Buenos Aires."

) The directors state that a decree promulgated June 22, 1900, establishing a Normal Training School, ed in twelve students registering for admission during the first year. It is estimated that there are 600 und dumb in the country, of whom 180% are congenitals and 70% females, the latter percentage largely ; to extreme poverty, alcoholic drink, and severe labor during periods of gestation.

pr. Don Pedro II.....	Dr. Joao P. de Carvalho, Dir.	Pu. B.....	Mixto.....	9	10	1	35
Manuel Balmaceda.....	Dr. Fr. Meza Fernandez.....	Pu. B. & E.	P. O.....	7	58	1	61

d history, catechism, history of Chili, geography, arithmetic, natural history, grammar, reading, artic-on, drawing, calligraphy and manual training. A library is connected with this school."

ernment.....							
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instances, proving unsatisfactory, it was eventually closed, although the government recognized the desir-ty of establishing a separate institution for this purpose, which in time promises to be consummated.

SUMMARY.

Continents.	1 Schools.	9 Teachers.	PUPILS.		
			10 Congenital.	11 S. H. P.	12 Totals.
Africa	7	16	56	23	127
Asia	9	47	190	40	453
Australia	7	46	196	45	332
Europe	450	3,152	9,684	4,226	25,821
North America	135	1,489	3,773	1,607	11,760
South America	7	34	135	22	229
Total	615	4,734	14,034	5,963	38,722

Supplementary Note to Austria-Hungary (pp. 12-13).

Supplementary reports in regard to the schools of Austria-Hungary for the year 1900, received since going to press, are as follows :

St. Michael.....	Teachers 3	Pupils 25
Salzburg.....	" 2	" 25
Triest.....	" 7	" 31
Kecskemet	" 2	" 20
	14	101

Wien (No. 24), is reported to have 41 pupils less than the number given for 1895. The total of teachers, therefore, would be 291, of pupils 2,380, and is so comprised in the above Summary.

ADDENDUM.

Periodicals for the Deaf, 1900-2.

Name.	Published.	Place of Publication.
NORTH AMERICA.		
The Messenger.....	Weekly.....	Talladega, Alabama.
The Optic.....	Semi-monthly.....	Little Rock, Arkansas.
The California News.....	Weekly.....	Berkeley, California.
The Colorado Index.....	Semi-monthly.....	Colorado Springs, Colorado.
American Annals of the Deaf.....	Bi-monthly.....	Washington, D. C.
The Buff and Blue.....	Monthly.....	Washington, D. C.
The Institute Herald.....	Semi-monthly.....	St. Augustine, Florida.
The School Helper.....	Semi-monthly.....	Cave Springs, Georgia.
The New Era.....	Semi-monthly.....	Jacksonville, Illinois.
The Silent Hoosier.....	Semi-monthly.....	Indianapolis, Indiana.
The Deaf World.....	Weekly.....	Indianapolis, Indiana.
The Deaf Hawkeye.....	Semi-monthly.....	Council Bluffs, Iowa.
The Indicator.....	Semi-monthly.....	Grinnell, Iowa.
The Kansas Star.....	Weekly.....	Olathe, Kansas.
The Kentucky Standard.....	Weekly.....	Danville, Kentucky.
The Pelican.....	Semi-monthly.....	Baton Rouge, Louisiana.
The Maryland Bulletin.....	Semi-monthly.....	Frederick City, Maryland.
The Michigan Mirror.....	Weekly.....	Flint, Michigan.
The Companion.....	Semi-monthly.....	Fairbault, Minnesota.
The Deaf-Mute Voice.....	Semi-monthly.....	Jackson, Miss.
The Missouri Record.....	Semi-monthly.....	Fulton, Missouri.
The Eye.....	Semi-monthly.....	Maitland, Missouri.
Nebraska Mute Journal.....	Semi-monthly.....	Omaha, Nebraska.
The Silent Worker.....	Monthly.....	Trenton, N. J.
Daily Paper for Our Little People.....	Daily.....	Rochester, N. Y.
Deaf-Mutes' Journal.....	Weekly.....	New York City, N. Y., Sta. M.
Deaf-Mutes' Register.....	Weekly.....	Rome, N. Y.
The Mentor.....	Monthly.....	Malone, N. Y.
The Recorder.....	Weekly.....	Syracuse, N. Y.
Le Contreux Leader.....	Weekly.....	Buffalo, N. Y.
Catholic Deaf-Mute.....	Monthly.....	Brooklyn, N. Y.
St. Joseph of the Oaks.....	Monthly.....	Westchester, N. Y.
The Kelly Messenger.....	Weekly.....	Morganton, N. C.
North Dakota Banner.....	Semi-monthly.....	Devils Lake, N. D.
The Ohio Chronicle.....	Weekly.....	Columbus, Ohio.
The Literary Tyro.....	Monthly.....	Columbus, Ohio.
The Oregon Gazetteer.....	Semi-monthly.....	Salem, Oregon.
The Mt. Airy World.....	Semi-monthly.....	Mt. Airy, Philadelphia, Pa.
The Association Review.....	Bi-monthly.....	Mt. Airy, Philadelphia, Pa.
Western Pennsylvanian.....	Semi-monthly.....	Edgewood Park, Penna.
Man and the Deaf.....	Monthly.....	Pittsburg, Penna.
What Cheer.....	Semi-monthly.....	Providence, R. I.
The Palmetto Leaf.....	Weekly.....	Cedar Springs, S. C.
The Silent Observer.....	Semi-monthly.....	Knoxville, Tenn.
The Lone Star Weekly.....	Weekly.....	Austin, Texas.
Southern Deaf-Mute Journal.....	Occasional.....	Austin, Texas.
The Utah Eagle.....	Monthly.....	Ogden, Utah.
The Goodson Gazette.....	Semi-monthly.....	Staunton, Virginia.
Rocky Mountain Leader.....	Semi-monthly.....	Boulder, Montana.
The Washingtonian.....	Semi-monthly.....	Vancouver, Washington.
The Tablet.....	Weekly.....	Romney, West Virginia.
St. Francis Messenger.....	Occasional.....	St. Francis, Wisconsin.
Wisconsin Times.....	Semi-monthly.....	Delavan, Wisconsin.
The Silent Echo.....	Bi-monthly.....	Winnipeg, Manitoba, Canada.
The Institution News.....	Monthly.....	Halifax, Nova Scotia, Canada.
The Canadian Mute.....	Semi-monthly.....	Belleville, Ontario, Canada.

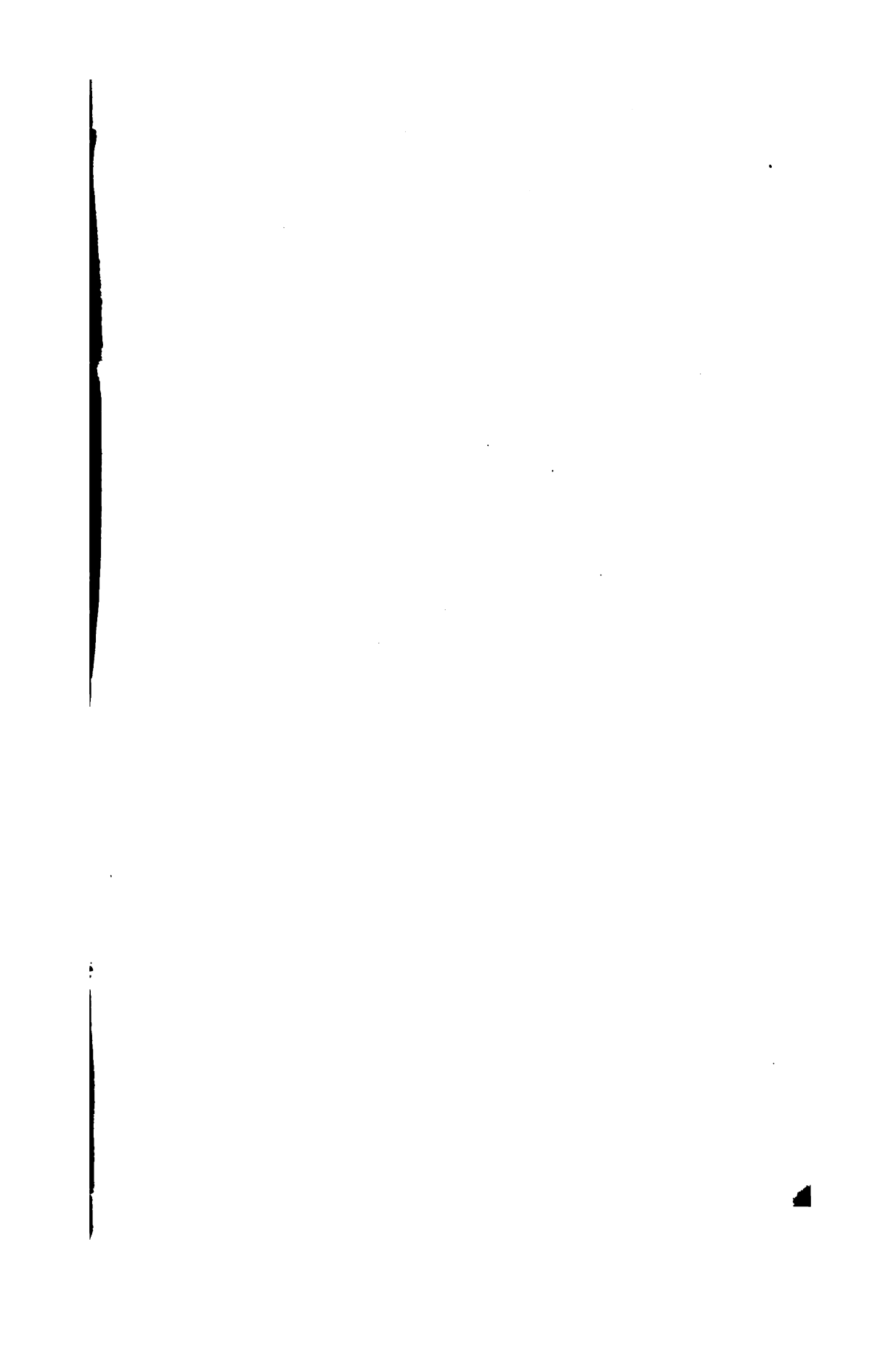
ADDENDUM.

Periodicals for the Deaf, 1900-2.—Cont'd.

Name.	Published.	Place of Publication.
EUROPE.		
Taubstummen und Blinden-Anstalten in Oestreich-Ungarn.—Pipetz.	Annual.....	Graz, Austria.
Taubstummen Courier.....	Monthly.....	Wien, Austria-Hungary.
Kalauz.....	Monthly.....	Budapest, Hungary.
Síkietnemak Közlönye.....	Bi-monthly.....	Vacz, Hungary.
Smaasblade for Dovstumme.....	Monthly.....	Copenhagen, Denmark.
L'Echo des Sourds-Muets.....	Semi-monthly.....	Paris, France.
Revue Générale.....	Monthly.....	Paris, France.
Journal des Sourds-Muets.....	Monthly.....	Paris, France.
Le Messager de l'Abbé de l'Épée.....	Semi-monthly.....	Currière, France.
Blätter für Taubstummenbildung.....	Semi-monthly.....	Berlin, Germany.
Organ der Taubstummen-Anstalten.....	Monthly.....	Friedberg, Germany.
Taubstummen-Anstalten Deutschlands.—Radomski.	Annual.....	Posen, Germany.
Taubstummen Führer.....	Semi-monthly.....	Trier, Germany.
Die Kinderfehler.....	Bi-monthly.....	Langensalza, Germany.
Medizinisch-pädagogische Zeitschrift.....	Monthly.....	Berlin, Germany.
Vor und Fortbildung der Taubstummen.....	Occasional.....	Berlin, Germany.
The School Magazine.....	Monthly.....	Glasgow, Scotland.
British Deaf-Mute Monthly.....	Monthly.....	Bolton, England.
Our Deaf and Dumb.....	Monthly.....	Derby, England.
Royal Cross School Magazine.....	Monthly.....	Preston, England.
The Silent Messenger.....	Bi-monthly.....	Belfast, Ireland.
L'Educazione dei Sordomuti.....	Monthly.....	Siena, Italy.
La Guida del Sordomuto.....	Monthly.....	Naples, Italy.
Rassegna di Pedagogia e Igiene.....	Monthly.....	Naples, Italy.
Giulio Tarra.....	Weekly.....	Milan, Italy.
De Doves Blad.....	Quarterly.....	Christiania, Norway.
Kurtummade Sober.....	Bi-monthly.....	Wandras, Livonia, Russia.
Tidskrift for Dofstumme-lehti.....	Monthly.....	Borga, Finland.
Kuuromykka-in-lehti.....	Bi-monthly.....	St. Michels, Finland.
Nordisk Tidskrift för Dofstumskolan.....	Monthly.....	Goteborg, Sweden.
Tidning for Dofstumma.....	Bi-monthly.....	Stockholm, Sweden.
Fria Ord and Framat.....	Occasional (Flygblad).....	Nyköping, Sweden.
ASIA.		
Deaf School News.....	Occasional.....	Chefoo, China.
SOUTH AMERICA.		
El Sordo Mudo Argentino.....	(Temporarily suspended).....	Buenos Aires, Argentine.

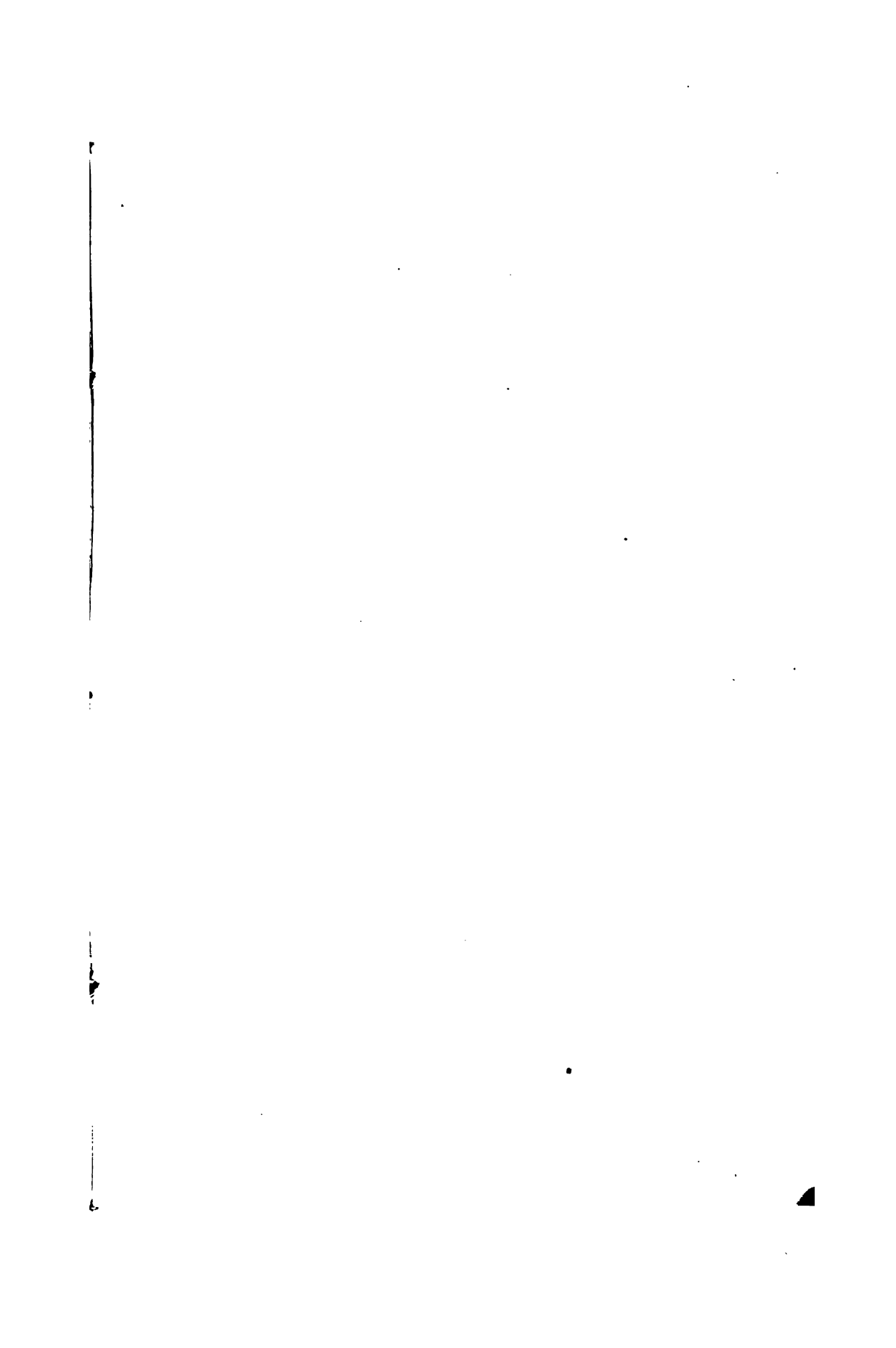


VOLTA BUREAU,
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF.
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